MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

New Hello!

Year 2

Term 1

Student's Book and Workbook

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Scope and sequence

Module	Skills	Language	Life Skills, Values and Issues
Module 1: Health & Safety	**1 Staying healthy**		page 6
	Reading: A poster about how to perform first aid **Writing:** A persuasive email to a friend **Listening/Speaking:** A news report about medical support for athletes; An explanation of the immune system; Suggesting solutions to problems; Persuading	Present and past necessity and lack of necessity	**Life Skills:** Resilience – Asking for help and advice on health issues; Decision making – Knowing how to behave in a medical emergency **Values:** Compassion – Caring for others and ourselves **Issues:** Preventative and therapeutic health – Health and wellness in our homes and in the community
	King Lear: Act I, Scene i		page 12
	2 Eating around the world		page 16
	Reading: An excerpt from *Aunt Jo's Scrap-Bag: An Old-fashioned Thanksgiving* by Louisa M. Alcott; Two articles about ways of eating around the world **Writing:** A questionnaire about young people's food preferences **Listening/Speaking:** Descriptions of international meals; Communicating opinions and beliefs	Comparative and superlative adjectives	**Life Skills:** Critical thinking – Discussing people's actions and giving an opinion; Respect for diversity – Understanding different food and meal traditions around the world; Negotiation – Working with others to collect data using a questionnaire **Values:** Respect – Mealtimes as a time to connect with others
	King Lear: Act I, Scenes i–ii		page 22
	3 The future of food		page 26
	Reading: Two articles about future sources of food and more sustainable farming **Writing:** An essay with proposals for how to feed people more sustainably in the future; A summary **Listening/Speaking:** An interview with an expert on sustainable farming; Speculating about the future	*Will / Be going to*; Future continuous	**Life Skills:** Problem solving – Identifying problems related to food sources and sustainability, and suggesting solutions **Values:** Respect for the environment and agriculture **Issues:** Sustainable development – The environment and food supply
	King Lear: Act I, Scenes iii–iv		page 32
	Revision 1		page 36

	Skills	Language	Life Skills, Values and Issues
Module 2: Making connections	**4 Changing English**		**page 42**
	Reading: An article about the effect of messaging on English today; Text messages; A text about Shakespeare and language; A blog post **Writing:** A blog post about mobile phone use **Listening/Speaking:** A speaker talking about messaging; Tips on how to write a successful blog post; A debate	Reporting orders, requests and advice; *could/ should have* + past participle	**Life Skills:** Communication – Discussing opinions about text messaging **Values:** Cooperation and Tolerance – The importance of good communication **Issues:** Technological awareness – What makes good communication?
	King Lear: Act II, Scenes i–ii		**page 48**
	5 Being smart online		**page 52**
	Reading: An article about an online video channel; An article about how to use the internet for research **Writing:** An email and an essay on how to use social media sensibly **Listening/Speaking:** Two boys discussing how to use social media; Five teenagers talking about the effects of the internet on young people; A presentation	*seems to, (be) meant to, (be) supposed to*	**Life Skills:** Critical Thinking – Researching websites and determining their value; Self-management – being sensible online **Values:** Respect and Independence – Communication online **Issues:** Technological awareness and Digital citzenship – Using social media safely
	King Lear: Act II, Scene iii–Act III, Scene i		**page 58**
	6 Learning from our mistakes		**page 62**
	Reading: Two extracts from an abridged version of *A Christmas Carol* by Charles Dickens **Writing:** An essay on your regrets **Listening/Speaking:** A radio programme about regrets; A role-play about recognising mistakes	Zero, first and second conditionals; third conditional	**Life Skills:** Critical Thinking – Discussing the reasons behind the behaviour of characters in a story; Talking about regrets and learning from our mistakes **Values:** Tolerance and Integrity – The importance of kindness **Issues:** Community participation
	King Lear: Act III, Scenes ii–iv		**page 68**
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UNIT 1

Lesson 1



Staying healthy

Before you start

Discuss these questions in pairs.

- What can we do to stay strong and healthy?
- How can other people help us to stay healthy?

OBJECTIVES

Reading A poster about how to perform first aid
Writing A persuasive email to a friend
Listening A news report about medical support for athletes; An explanation of the immune system
Speaking Suggesting solutions to problems; Persuading
Language Present and past necessity and lack of necessity
Life skills Resilience

Vocabulary

1 **Match the words in the box with their definitions.**

infection	~~perform~~	react
severe	technique	

1 This word means the same as 'do an action'. *perform*

2 A disease caused by a virus or bacteria. ....

3 Do something because something else has been done. ....

4 This word describes an illness or injury that is very serious. ....

5 A way of doing something with a skill. ....

Reading

2 **Read the poster about how to do first aid. What does the poster tell us about helping people?**

A You can help an ill or injured person, but don't hurt yourself.

B You should help an ill or injured person, but only in the correct way.

C Always call the emergency services (123) before helping an ill or injured person.



CPR (cardiopulmonary resuscitation)

HOW TO PERFORM FIRST AID

1 If you find an ill or injured person, you must check the area around them first to make sure it isn't dangerous. Then move closer to the person and look carefully at him/her. Does he/she seem to be very ill? Does he/she have severe injuries?

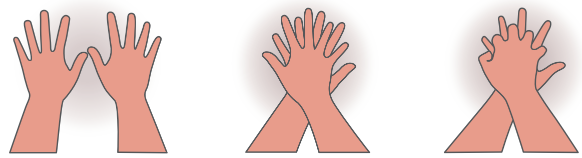
2 If the person is awake but not bleeding, you have to ask him/her how he/she feels and what happened. Check his/her body for signs of injury or infection. You don't have to touch the person's body to do this.

3 If the person doesn't reply, touch his/her shoulder or foot and shout to see if he/she reacts, and remember to check for normal breathing.

4 If the person isn't breathing, someone must call the emergency services immediately (123).

5 If you know how to perform CPR, you have to do this to help the person start breathing again. However, you mustn't do CPR unless the person is lying on his/her back on a flat surface such as the floor.

6 Place your hand on the centre of the person's chest. Put your other hand on top of the first hand and lock your fingers together. Make sure that your shoulders are above your hands.



Step 1 Step 2 Step 3

7 You don't have to press down on the person's chest very much – only five to six centimetres. Keep your hands on his/her chest and allow it to rise up again. You have to do this 100 to 120 times a minute until the person starts breathing again.

3 Read the poster again. Answer the questions.

1 What must you do first if you find someone who is ill or injured? *Check the area around him/her.*
2 What can you check without touching the person's body? ....
3 What do you have to do if the person doesn't reply to you? ....
4 When must someone call the emergency services immediately? ....
5 How can CPR help someone? ....
6 What do you have to check before you perform CPR? ....
7 When can you stop performing CPR? ....

Speaking

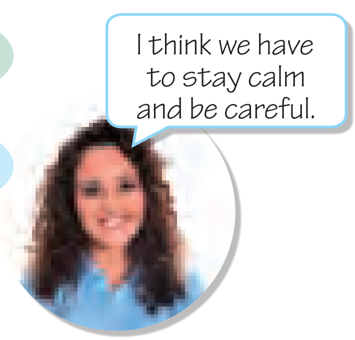
4 Work in pairs. Watch the video and discuss these questions. Video

1 Why do you think it is important to react quickly?
2 Why do you think it is important to follow the instructions for doing CPR carefully?

5 Work in pairs. Discuss the advice for giving first aid. Put it in order with the most important advice at the top of the list. Then find another pair and compare your lists.

1 ....
2 ....
3 ....
4 ....
5 ....
6 ....

ask questions | be careful | call for help | look around | react quickly | stay calm



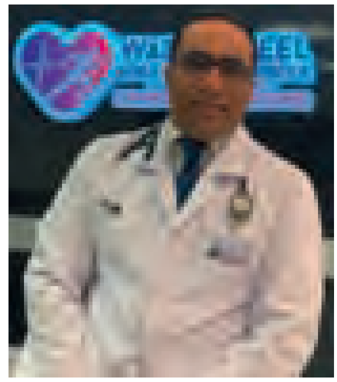
6 Work in different pairs and discuss these questions.

1 If you don't know how to do first aid now, how could you learn it?
2 If you already know how to do first aid, what could you do to develop your skills?

WORKBOOK PAGE 2

1 Lesson 2





Before you start

Work in pairs. Discuss these questions.

- What does the heart do?
- What can we do to keep our hearts strong and healthy?

Listening

1.1 **1 Listen to the news report and choose the correct summary.**

A Football clubs have to stop damaging the health of their players.

B Athletes must understand the importance of checking their hearts.

C Doctors have to educate us about regular exercise.

1.2 **2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false ones.**

1 Many experts agree about the importance of having a healthy heart. ...T...

2 In 2006, football clubs had to check their players' hearts. ....

3 Mohamed Abdelwahab thought that he was healthy before he became ill. ....

4 The Athletic Heart Center (AHC) opened in 2016. ....

5 The AHC had to have the best technology to check athletes' hearts. ....

6 The AHC Director believes that the AHC will help many people in Egypt. ....

7 Members of the Egyptian national handball team didn't have to check their hearts. ....

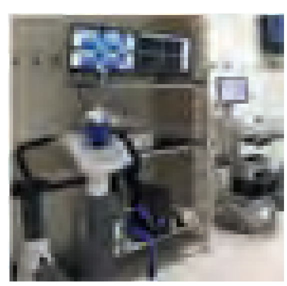
8 The book called *Athletic Heart: Between Dreams of a Trophy and Sudden Death* will only be interesting for young athletes. ....





Speaking

Video



3 Work in pairs. Watch the videos and discuss these questions.

1 Do you think we all have a responsibility to try to stay healthy? Why?

2 Why do you think the report says that both athletes and their parents have to care about heart examinations?

3 How do you think that technology can help us to stay healthy?

Language

4 **Complete the sentences about what to do if someone is bleeding from an injury.**

have to   don't have to   ~~must~~   mustn't

1 You ...*must*... put on gloves before helping someone who's bleeding. If you don't, you might give them an infection.
2 Then you .... take a bandage or cloth and press it down on the area which is bleeding.
3 If anything is in the person's arm, you .... pull it out because it could hurt them more.
4 Then wrap the bandage around the person's arm. You .... make it very tight, but make sure it can't come off.



Writing

5 **Schools have to help their students to stay safe and healthy. Complete the sentences with the ideas in the box.**

must   mustn't   don't have to   have to

a *Schools must ask students to check their hearts before doing sports.*
b ....
c ....
d ....
e ....

- stop giving advice on how to perform CPR
- teach students how to perform first aid
- tell students what sport they can and can't play
- have first aid kits available
- ask students to check their hearts before doing sports

6 **Work in pairs. Compare and check your sentences with a partner. Do you agree with their advice? Why? Why not?**

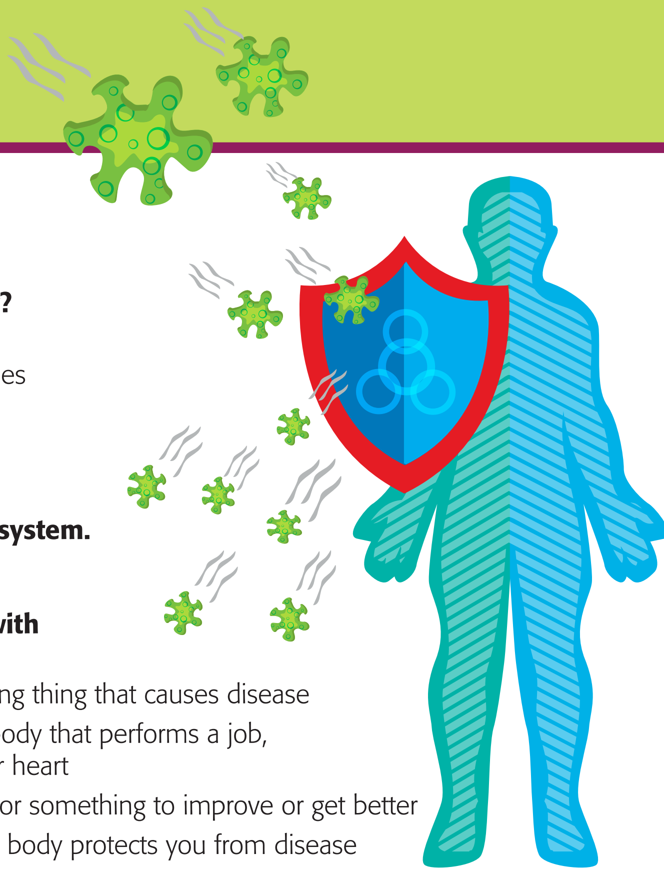
FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 78

Present and past necessity and lack of necessity

- Use *must* for strong recommendation, advice, and inner necessity: *Athletes **must** get a special heart examination. I **must** visit my friend. I **must** learn how to do CPR so I can help others.*
- Use *must not/mustn't* to express prohibition: *Young athletes **mustn't** miss this chance to learn about the importance of heart examination. You mustn't smoke in a hospital; it is forbidden.*
- Use *have to / has to* when you don't have a choice whether to do something or not (external necessity): *Modern hospitals **have to** have the best technology. You **have to** tell your doctor about your medical history.*
- Use *don't have to / doesn't have to / needn't* to express lack of necessity at present. *She **doesn't have to/ needn't** take this medicine because she isn't ill.*
- Use *had to* (the past of *must, have to* and *has to*) to express necessity in the past: *The Athletic Heart Center **had to** have the best technology. The players **had to** check their hearts before they were allowed to play.*
- Use *didn't have to* to express lack of necessity in the past: *In the past, football clubs **didn't have to** check players' heart; they believed it wasn't necessary.*

WORKBOOK PAGE 3



Before you start

Where are the following organs in the body? Work in pairs and show your partner.

- heart
- lungs
- brain
- muscles

Listening

1.3 **1** **Listen to an explanation of the immune system. What does the immune system fight?**

2 **Match the words from the explanation with their meanings.**

1 boost ...c...
2 cell ....
3 immune system ....
4 organ ....
5 virus ....

a a very small living thing that causes disease
b a part of your body that performs a job, e.g. the brain or heart
c help someone or something to improve or get better
d a way that your body protects you from disease
e the smallest separate part of a plant or animal

1.4 **3** **Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false ones.**

1 The immune system can react when there is a virus in the body. ...T...
2 COVID-19 first appeared at the end of 2020. ....
3 People with strong immune systems get ill more often. ....
4 Eating vegetables with green leaves helps our immune system. ....
5 We have to run a lot every day to help our immune system. ....
6 If you get enough sleep, your immune system will work better. ....



Speaking

4 **Work in pairs. Which ways of boosting the immune system can you remember? Discuss ways of boosting your immune system that:**

1 you already do.
2 you would like to do or do more regularly.

5 **Work in pairs. Read the information about a friend who wants to boost his/her immune system. Make notes on the things the friend could do.**

Your friend regularly gets a cold or a cough. He/She eats a lot of fast food and doesn't eat a lot of fruit and vegetables. He/She also spends a lot of time playing video games and doesn't go outside very often. Because he/she plays a lot of video games, he/she often stays up late and then finds it hard to get up for school.

6 **Tell your partner how to boost his/her immune system. Use some of the phrases in the box.**

You must …	**You mustn't …**
You have to …	**You don't have to …**



You must eat less fast food. Your immune system works better if you eat healthy food like fruit and vegetables.

WORKBOOK PAGE 4

Before you start

- When was the last time you helped to encourage or persuaded someone to do something?
- Was it easy or difficult to persuade the person?
- What kind of phrases helped you to persuade them?



Reading

1 Read the email. What type of course does Mahmoud want to persuade Fares to do?

Hi Fares,

How are you?

It's great that some of your friends are going to take a first aid course next week! I really think you should join them because everyone has to know how to do first aid. You never know when someone you know will injure themselves and you'll have to help them. You would want other people to help you too, right?

I'm sure you would be great at doing first aid because you can think fast and you know how to stay calm in difficult situations. You don't have to become an expert, just learn enough so you can help someone until the emergency services arrive. The two-day course your friends want to do sounds perfect.

Talk to you soon!

Mahmoud

2 Read the email again. Tick (✓) the reasons why Mahmoud thinks Fares should do the course.

- **a** His friends are going to do the course. ◯
- **b** The course will teach him something that all people have to know. ✓
- **c** The course will teach him to do something he could have to do at any time. ◯
- **d** A lot of other people he knows can do the thing the course will teach him. ◯
- **e** He will find out that he can do the thing the course teaches very well. ◯
- **f** He doesn't have to spend a lot of time learning the thing that the course teaches. ◯

REMEMBER!

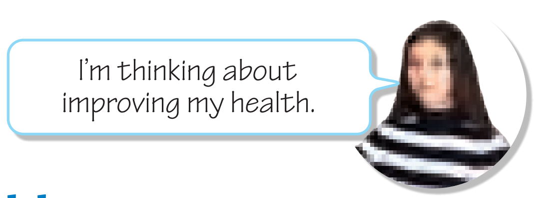
In an emergency, every second is important. People worry that they will make a mistake, but the emergency services are there to help. Call 123 and they will tell you what to do.

Speaking

3 Work in pairs. Match the situations 1–3 with the phrases a–c and then help to persuade your partner.

1 I'm thinking about doing more exercise. c
2 I'm interested in being a doctor. ....
3 I want to eat healthier food. ....

- **a** That's brilliant. You never know when someone will need your help.
- **b** That's great. I'm sure you'd feel better, and you don't have to stop eating everything you like.
- **c** That sounds fantastic. You don't have to become a Olympic champion. Just do enough to feel stronger and healthier.



Writing

4 Think of something that might help to be healthier. Make notes on three reasons why your friend should do this.

WORKBOOK PAGE 5

1 Lesson 5

King Lear

Before you read

- Have you read a play before?
- Have you heard of *King Lear*?



Characters in the play

KING LEAR: The King of Britain
GONERIL: King Lear's eldest daughter
REGAN: King Lear's second daughter
CORDELIA: King Lear's youngest daughter
KING OF FRANCE (France): He wants to marry Cordelia
DUKE OF BURGUNDY (Burgundy): He also wants to marry Cordelia
DUKE OF ALBANY (Albany): Goneril's husband
DUKE OF CORNWALL (Cornwall): Regan's husband
DUKE OF KENT (Kent): A good friend of King Lear
DUKE OF GLOUCESTER (Gloucester): A good friend of King Lear
EDGAR: Gloucester's eldest son
EDMUND: Gloucester's youngest son
FOOL: Lear's clown
OSWALD: A servant
OLD MAN: A man who helps Gloucester
GENTLEMAN: A friend of Kent
CAPTAIN: One of Edmund's soldiers
DOCTOR
HERALD
Servants, soldiers and messengers of the King and his family

Act I, Scene i

[In King Lear's Palace.]

(DUKE OF) GLOUCESTER: Ah, the **Duke** of Kent! Hello, my friend. Have you met my son, Edmund?

(DUKE OF) KENT: I haven't, Kent. He's a fine young man. You must be proud of him.

GLOUCESTER: I'm very proud of him.

EDMUND: I'm pleased to meet you, **sir**.

GLOUCESTER: Edmund is my second child. I also have another son, Edgar, who is about a year older than Edmund.

EDMUND: Listen! The King is coming.

[King Lear enters with Cornwall and Albany and his three daughters, Regan, Goneril and Cordelia. Gloucester and Edmund leave.]

KING LEAR: Listen, everyone. I want to tell you all about my plan. I've decided to give everything in my **kingdom** to my three daughters, Goneril, Regan and Cordelia. I will also give an **answer** to the King of France and the Duke of Burgundy. They have both asked to marry my youngest daughter, Cordelia.

First, look at this map of my kingdom. I have

divided it into three. I want to give the largest part to the daughter who loves me the most. So tell me, my daughters, which of you loves me the most? Goneril, you are the eldest, so you can speak first.

GONERIL: Father, I love you more than anything. No child can love a father more than I love you. I love you more than health, **beauty** and **riches**.

CORDELIA: *[To herself.]* I love my father, but I don't know what to say!

KING LEAR: *[Pointing to the map.]* Goneril, you can have all this land, with its green forests and beautiful countryside. Now, Regan, wife of Cornwall. What does my second daughter want to say?

REGAN: Father, Goneril has described her love for you very well. But I have more to say. Your love is the only thing that makes me happy. I love nobody as much as you.

CORDELIA: *[To herself.]* What can I say? I don't have the words to say how much I love my father.

KING LEAR: Thank you Regan. I will give **a third** of our beautiful kingdom to you and your children.

[To Cordelia.] Now, Cordelia, my youngest daughter. What can you say to make me give you more than I gave to your sisters?

CORDELIA: I can say nothing, father.

KING LEAR: Nothing? Cordelia, if you say nothing, I will give you nothing. Speak again.

CORDELIA: I cannot put my feelings into words. I love you as a daughter should love a father; but not more, and not less.

KING LEAR: But this is not kind, Cordelia. Change your speech a little, or your future will change, too.

CORDELIA: You have always been a good father and it is my **duty** to love you too. But my sisters say they only love you. How can this be true? Do they not love their husbands, too? If I marry, I will love my husband as much as my father.

KING LEAR: Cordelia. Do you really mean this? Can you be so young but also so cruel?

CORDELIA: Father, I am young but I am honest.

KING LEAR: Then you are not my daughter any more. You are now a stranger to me. I don't know you.

KENT: But your majesty …

KING LEAR: Be quiet, Kent! I loved Cordelia, and I wanted her to look after me when I was old. Now she must go! But first, call the King of France and the Duke of Burgundy!

While we wait for them, listen to what I say: Goneril and her husband Albany, and Regan with her husband Cornwall, will have half of my kingdom each. They will have all the power and riches that come with being a king. All I want is to keep the **title** of King, but they will have everything else.



1 Lesson 5



KENT: Your majesty, what do you mean? I must speak honestly when my King is being **foolish**. Your youngest daughter does not **shout about** her love for you, but that doesn't mean she loves you the least. You mustn't **give** your country **away** like this.

KING LEAR: Say nothing more to me, Kent!

KENT: I am not afraid to make you angry if it will help to protect you.

KING LEAR: Then you must go away too! Leave!

KENT: Let me stay and give you good advice, King Lear. You must learn to see better.

KING LEAR: Oh, you are a cruel man!

*[He puts his hand on his **sword**.]*

(DUKE OF) CORNWALL: Your majesty, please stop!

KENT: I'll say it again, King Lear. You've done a terrible thing.

KING LEAR: Kent! You've got five days to leave my kingdom, or you'll be killed. Go!

KENT: Then I'll say goodbye to you, my dear King.

[To Cordelia.] I hope you stay safe, young lady, because you were honest. And now I say goodbye to all of you; I shall live my life in a new country.

[Gloucester enters with the King of France, the Duke of Burgundy and his men.]

GLOUCESTER: Here are the King of France and the Duke of Burgundy, your majesty.

KING LEAR: Burgundy, I will speak to you first. What do you expect to have if you marry my daughter Cordelia?

(DUKE OF) BURGUNDY: Your majesty, I only expect to have what you promised me.

KING LEAR: I am sorry, but things have changed. Sir, there she is. You can marry her.

BURGUNDY: I don't understand.

KING LEAR: You'll get my daughter and nothing more. Take her, or leave her. It's your choice.

BURGUNDY: I'm sorry, sir. I cannot marry her without some of your land.

KING LEAR: Then leave her, sir.

CORDELIA: Goodbye, Burgundy! I see now that you love things more than you love me, so I shall not be your wife.

KING LEAR: *[To the King of France.]* So, the great King of France, I don't want you to marry someone I hate; so I suggest you give your love to a better girl.

(KING OF) FRANCE: But sir, Cordelia was your favourite daughter! It is very strange that she has suddenly lost all your love. I cannot believe that Cordelia could do anything terrible to anyone.

CORDELIA: *[To King Lear.]* Father, understand that I show my love in my actions, not my words. Please tell him that I haven't done anything wrong to make you hate me.

KING LEAR: I shall not. Go! You will have nothing from me!

FRANCE: My beautiful Cordelia, you are richer for being poor and I love you more now that you are hated! I'm happy for you to be my wife.

[To the King.] Your daughter will be queen of my country. Say goodbye to them, Cordelia, although they've been unkind to you. You have lost your life here, but you'll find a better one with me.

KING LEAR: She is yours, King of France; I'll never see her face again. *[To Cordelia.]* Leave now, without my love. Come with me, Burgundy.

[King Lear leaves with Burgundy, Cornwall, Albany, and Gloucester]

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What was King Lear's plan?
2 Who makes King Lear angry?

Reading

1 Read the list of characters in the play and answer the questions.

Cordelia Duke of Albany Duke of Burgundy Duke of Cornwall Edgar King of France King Lear

1 Who is the King of Britain?
....
2 Who is King Lear's third daughter?
....
3 Who is married to Regan?
....
4 Which two characters want to marry Cordelia?
....
5 Who is Edmund's brother?
....
6 Who is married to Goneril?
....

Vocabulary

2 Match the words with their meanings.

1 a play	a a larger part of a play
2 a character	b a piece of writing that is written for acting in a theatre
3 an act	c a small part of a play which happens in one place
4 a scene	d a person that an actor plays

3 Choose the correct word or phrase to complete the sentences.

1 King Lear wanted to ***divide/shout about*** his ***kingdom/duty*** into three parts.
2 The old king had a large amount of ***beauty/riches*** like silver and gold.
3 Cordelia couldn't think of a good ***answer/sir*** for her father.
4 The ***Duke/title*** of Kent is a very important man.
5 Kent thinks that it's ***honest/foolish*** to tell Cordelia to go away.
6 When King Lear gets angry with Kent, he touches his ***power/sword***.

Reading

4 Read this part of the play again and answer the questions.

1 Who does King Lear want to give the largest part of his land to?
   A The King of France
   B The daughter who loves him best
   C The daughter who is the oldest
2 How much does Goneril say she loves her father?
   A More than health, beauty and riches
   B More than anyone else
   C As much as a daughter should love her father
3 What does King Lear decide to do after listening to Cordelia?
   A Give Cordelia all of his kingdom
   B Give his kingdom to his two other daughters
   C Give none of his daughters any of his kingdom
4 What does Kent tell King Lear?
   A That he has made a bad decision
   B That he has made a good decision
   C That he wants to marry Cordelia
5 Who will Cordelia leave with?
   A The Duke of Burgundy
   B The King of France
   C The Duke of Kent

Speaking

5 Work in pairs. Discuss the questions.

1 Do you think Cordelia made the right decision? Why? Why not?
2 If you were King Lear, would you send Cordelia away because she didn't say how much she loved you? Why? Why not?

WORKBOOK PAGES 6-7

UNIT 2

Lesson 1



Eating around the world

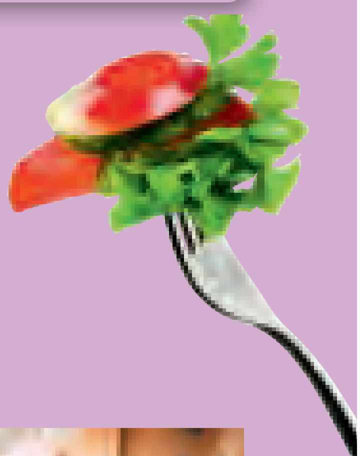
Before you start

- What is the most important meal of the day in your family?
- How often does your family eat together?
- Where do you usually eat?

OBJECTIVES

Reading An excerpt from *Aunt Jo's Scrap-Bag: An Old-fashioned Thanksgiving* by Louisa M. Alcott; Two articles about ways of eating around the world
Writing A questionnaire on young people's food preferences
Listening Descriptions of international meals
Language Comparative and superlative adjectives
Speaking Communicating opinions and beliefs
Life skills Critical thinking; Respect for diversity; Negotiation

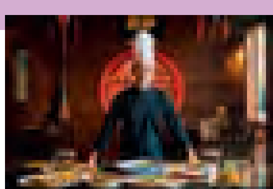
Vocabulary



1 Match the words to the definitions.

1 amount *c*	**a** meet people and spend time with them
2 celebrate	**b** have a meal outside your home
3 eat out	**c** a quantity of something
4 get together	**d** old ways of doing things that don't change
5 occasion	**e** give people food or drink
6 prepare	**f** do something fun to show that an event is special
7 serve	**g** a time when something special happens
8 traditional	**h** get something ready to eat or use

2 Complete the texts with the words from Exercise 1.



Malaysia
People have always enjoyed eating **1** *out* in Malaysia. It is **2** .... for families to get **3** .... in restaurants, where the food is cooked very quickly before they **4** .... it to their customers while it is still hot and delicious.



Italy
Many Italians prefer to **5** .... food slowly at home when they want to **6** .... a special **7** .... Then the whole family gathers to enjoy a large **8** .... of food, such as meat, pasta, special bread and desserts.

3 The texts show two ways of eating. In pairs, discuss which you like most and why.

4 **Look at the pictures. How do you think they are connected?**



Mayflower



turkey

An Old-Fashioned Thanksgiving

In September 1620, a ship called the Mayflower arrived in North America with 102 passengers. Many died, but some were able to grow food and survive with help from Native Americans. Thanksgiving is a day when families **get together** to remember these events. It is **celebrated** in the USA every year on the fourth Thursday in November.

In 1882, Louisa M. Alcott wrote a short story called *An Old-Fashioned Thanksgiving*. Here is an extract:

When they woke, there was still a large **amount** of snow outside. Tilly made a good breakfast for the seven children.

"Now, about dinner," she said as they all finished eating. "Ma said that we could have whatever we liked, but she didn't expect us to have a **traditional** Thanksgiving dinner."

"Have you ever cooked a turkey?" asked Roxy.

"Ma said I should decide what to do," replied Tilly. "All your children have to do is to keep out of the way."

The younger children walked out of the kitchen and into another room. As Tilly and Prue started to **prepare** the big meal, they got out all the spoons, dishes, pots and pans that they could find.

"Now, sister, we'll have dinner at five," said Tilly. "Pa will be here by that time and he'll be surprised to find us ready to **serve** the food. There's such a lot to do, and I'm a bit worried about the turkey. It's so big!"

"I know," said Prue. "I fed it all summer and now it will feed me," she laughed.

Reading

5 **Read the extract again, then check your answers to Exercise 4.**

6 **Read the text again and answer the questions.**

1 Why do Americans celebrate Thanksgiving?
2 Who is looking after the children?
3 What does Prue think is funny about the turkey?
4 When was *An Old-Fashioned Thanksgiving* written?
5 How do Tilly and Prue get ready to start work?

Listening

1.7 **8** **Listen to a conversation between Hoda and her American friend Amy and choose the correct answers.**

1 Hoda asks if Amy's family eats
   A chicken. **B** vegetables.
   C lamb. **D** turkey.
2 Hoda explains that they don't eat turkey in Eid al-Adha. They eat
   A lamb and fatta. **B** sweet potatoes.
   C cookies. **D** pumpkin pie.
3 Amy thinks that the best thing about Thanksgiving and Eid al-Adha is
   A meeting friends and family. **B** eating lots of food.
   C watching sport on TV. **D** going to the festival.

Speaking

7 **Work in pairs. Discuss these questions.**

1 What is the difference between Americans and Native Americans?
2 Why do you think the Native Americans helped the people from the Mayflower?
3 Do you think that Americans are right to celebrate Thanksgiving? Why?

Writing

9 **Think about an event that your family celebrates with special food. Write about:**

- the main idea behind the event and when it started.
- when the event takes place.
- the special foods you eat.
- any other interesting things that you do for this event.



Video

2 Lesson 2



Before you start

Work in pairs. Use the words in the box to describe the traditional Egyptian food, *fatta*. Check the meaning of any new words in a dictionary.

cheap	**expensive**	**hot**	**popular**	**rare**	**salty**
small	**special**	**spicy**	**sweet**	**traditional**	

Listening

1.8 **1 Listen to someone talking about meals from three different countries. Match the pictures with the names of the meals.**

1 Nasi goreng *B*
2 Oysters ....
3 Mochi ....

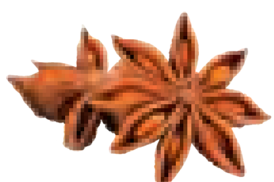
A

B

C


1.9 **2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.**

1 Nasi goreng is the spiciest meal eaten anywhere in the world. *F: Nasi goreng is one of the spiciest meals in Indonesia.*
2 Nasi goreng is a lot saltier than other Indonesian meals. ....
3 It is harder to find oysters in the sea than it is to find most types of fish. ....
4 Oysters are usually cheaper than other meals in French restaurants. ....
5 Mochi are a bit smaller than most other cakes you can eat. ....
6 White mochi is the most popular type to eat on New Year's Day. ....





FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 78

Comparative and superlative adjectives



Use comparative adjectives

- to make comparisons:
  *He bought a **faster** car.*
- to compare two things:
  *Koshari is **cheaper** than chicken.*
- to describe how something changes
  *He is feeling **happier**.*

We use *a lot* or *a little* before the comparative adjective to say that there's a big or a small difference between the two things:
a little warmer, a lot more expensive.

Use superlative adjectives

- to compare more than two things:
  *The Carolina Reaper is **the spiciest** chilli in the world.*
- to describe extremes: *This is the **hottest** month.*

Language

3 Complete the sentences about the three meals with the phrases in the box.

cheaper than	the most expensive	smaller than
~~spicier than~~	the most popular	rarer than

1 Nasi goreng is *spicier than* many other Indonesian meals, but it's very popular in Indonesia. It's also .... other meals you can buy there.
2 Oysters are .... most of other types of seafood because they're difficult to find. That's probably why they're one of .... meals you can eat in France.
3 Mochi are .... type of cake in Japan. They're .... most other types of cakes and they look like little balls.

4 Read the sentences about the meals you can eat at a restaurant and then rewrite the sentences with the correct superlative adjectives.



1 Vegetable curry is usually spicier than the other meals on the menu.
Vegetable curry is usually the spiciest meal on the menu.
2 Vegetable curry is more popular than the other meals on the menu.
....
3 Many people think that nut biscuits are better than the other biscuits on the menu.
....
4 Vegetable curry costs 3 pounds and all the other meals at the restaurant cost more than that.
....
5 Nut biscuits are sweeter than the other biscuits on the menu.
....

Speaking

5 Choose two meals from your country that are very different. Write their names in the table below and then write 3-4 different adjectives to describe each meal.

Meal 1:	Meal 2: ....
....	....

6 Work in pairs. Compare the two meals using comparative and superlative adjectives. Listen and check if your partner's sentences are correct and then give them feedback.





7 Stay in your pairs from Exercise 6 and find another pair to work with. Take it in turns to tell this pair about your two meals. Use what you learned from your partner's feedback.

WORKBOOK PAGE 9

2 Lesson 3



Before you start

Work in pairs. Complete the questionnaire and then compare your answers.

Have you ever answered a questionnaire?	YES ☐		NO ☐
If yes ... what were the questions about?			
Did you write your answers or did you talk to someone?	WRITE ☐		TALK ☐
Did you enjoy answering the questions?	YES ☺ ☐	OK 😐 ☐	NO ☹ ☐

Listening

1.10 **1** **Listen to an expert talking about questionnaires and make notes in your notebook. Are the statements *true* (T) or *false* (F)? Correct the false statements.**

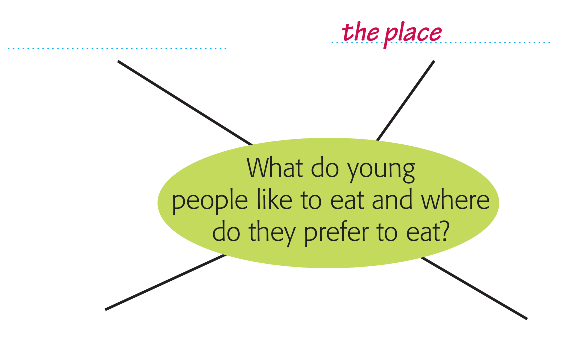
1. Simple language isn't always helpful. ☐
   ....
2. People always need to read or hear a question two or three times. ☐
   ....
3. Words like 'most' and 'many' don't mean the same thing to everyone. ☐
   ....
4. People always want more options to choose from. ☐
   ....
5. It's important to ask one question at a time. ☐
   ....
6. People like to remember details from the distant past. ☐
   ....

2 **Read these questionnaire questions. Tick (✔) the good questions and rewrite the bad questions so that they are more useful.**

1. Can you name any particular types of food, food products or traditional dishes that have achieved a great deal of popularity in your country? ☐
   What is the name of a popular dish in your country?
2. Do many people in your country like salty food? ☐ ....
3. How often do you eat out in a normal month? 1-2 times, 3-4 times, 5-8 times, 9-12 times, 13-15 times, 16-18 times, 19-23 times, or more than 23 times? ☐ ....
4. How much money do you usually spend when you eat out? ☐ ....
5. What special foods does your family usually eat during festivals? ☐ ....

Speaking

3 **You're going to write a questionnaire to find out what young people like to eat and where they prefer to eat in your country. Discuss things to ask about and complete the mind map.**



Writing

4 **Work in pairs. Use the expert advice and your ideas from Exercise 3 to design your own questionnaire. Think about how long it will take to ask all your questions and make your questionnaire look attractive.**

WORKBOOK PAGE 10

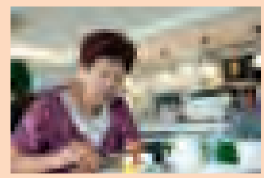


Before you start

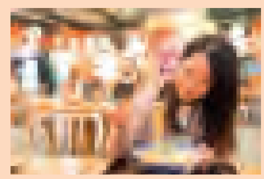
- Who do you usually eat with?
- What rules do you follow when you are eating?

Reading

1 Read the article. Can you find three ways that people show respect when they have meals together?



A **Personally**, I think it's important to respect our older relatives. When South Korean families eat together, the oldest person at the table always starts to eat first. The rest of the family waits until this person has finished eating before they finish their meals. **It is believed** that this shows your respect for the most important people in your family.



B **As you probably know**, people in China usually use chopsticks to eat their food. However, you need to be careful about what you do with them when you're eating there. It is considered very rude to put your chopsticks vertically into your bowl of food, for example. **I understand that** this is a Chinese tradition, but **for me**, foreigners who do this don't mean to be rude at all.



C **In my opinion**, lunchtime isn't the best time of day for eating a large meal. However, in Russia **it is thought that** people should eat their largest meal of the day between 1 o'clock and 3 o'clock in the afternoon. In the evening, people usually eat some light food, such as bread and cold meat followed by tea. This is a traditional way of eating in Russia.

2 Read the article again. Underline the phrases in bold which introduce a general belief. Circle the phrases in bold which introduce the writer's opinion.

3 Read these other beliefs about mealtimes. For each belief, use the phrases from Exercise 2 to write a sentence to describe this general belief and a sentence to give your opinion about it.

1 It's normal for a family to share food from one plate. (Ethiopia)
As you probably know, it's normal to share food from one plate in Ethiopia. In my opinion, it's not a good idea to ...

2 People should never eat beef because cows are special animals. (India)
....
....

3 It's OK to make noises while you're eating soup with noodles. (Japan)
....
....

Speaking

4 Work in pairs. Make some notes and tell your partner:

- two general beliefs about mealtimes and families eating together in your country
- your opinion about each belief

SKILLS FOR LIFE

There are often differences in people's beliefs and ways of doing things. It is important to show respect for other people's beliefs.

WORKBOOK PAGE 11

2 Lesson 5

Before you read

- Which country will Cordelia travel to?



Act I, Scene i, continued

[In King Lear's Palace.]

FRANCE: Cordelia, it is time to leave your country now. Say goodbye to your sisters.

CORDELIA: Goneril and Regan, I am sad to leave you both. **My heart is broken**. Be good to our father. If he still loved me, I'd take good care of him! Please look after him well.

GONERIL: Don't tell us what to do, Cordelia.

REGAN: Yes, go to your husband. You've failed to do what your father asked you to do. Now, you've got what you **deserve**.

CORDELIA: I don't know what you are planning, sisters, but remember: everyone discovers the **truth** in the end. Goodbye!

FRANCE: Come with me, my dear Cordelia.

[The King of France and Cordelia leave.]

GONERIL: Sister Regan, we must talk. I think our father will leave here tonight.

REGAN: I'm sure he will, and he'll leave with you. Next month, he'll stay with my husband Cornwall and I.

GONERIL: Our father always loved Cordelia the most, and a poor decision has made him **send** her **away**.

REGAN: He is becoming a little mad in his old age.

GONERIL: Even when he was younger and healthy, he was a difficult man. So we must be prepared for what **ill** health and old age will bring.

REGAN: He was angry when he sent Kent away today. He will probably be angry more often in the future.

GONERIL: Let's sit together and talk. If our father still has some power, his **anger** will become a problem for us.

REGAN: You are right. Let's think about what we can do.

GONERIL: We must do something, and quickly.

Act I, Scene ii

[At the Duke of Gloucester's Castle. Edmund enters with a letter.]

EDMUND: My father Gloucester says that his first son, Edgar, will get his land when he dies. But why should I not have my **inheritance** just because I'm twelve or fourteen months younger than my brother? Is it just because I'm the second son? I'm just as strong and kind as my brother, and as clever too. Well, elder brother, Edgar, I will have your land. Our father loves me, his younger son, as much as he loves you. And I have a letter here. If this letter **succeeds**, then Edmund the younger son will beat the older son Edgar!

[Gloucester enters.]

GLOUCESTER: Ah Edmund, my son! Have you heard? The King has sent Kent away! And the King of France has left with Cordelia! And the King has left the palace tonight without his powers! This has all happened so quickly!

[Gloucester notices Edmund hiding the letter.]

What are you doing Edmund?

EDMUND: Nothing, father.

GLOUCESTER: Why are you trying to hide that letter? What's in it?

EDMUND: Nothing, sir.

GLOUCESTER: Then, why did you hide it in your pocket? Let me see it.

EDMUND: Please forgive me, father. It is a letter from my brother Edgar that I haven't finished reading yet; but I don't think you should read it.

GLOUCESTER: Let me see that!

EDMUND: OK, but I hope he only wrote this to test me and my **loyalty** to my family,

GLOUCESTER: *[Reads the letter.]*

'When we respect older people too much, it makes it hard for the young to live well. Our parents keep our money from us until we are too old to enjoy it. Older people only have power because we give it to them. Come and see me, so that we can discuss this. If our father were dead, you could enjoy half his ***income****, and be loved by your brother Edgar.'*

Did my son Edgar write this letter? When did you receive this? Who brought it?

EDMUND: It wasn't brought to me, sir. I found it. It was thrown in through my bedroom window.

GLOUCESTER: Are you sure the writing is your brother's?

EDMUND: Yes, it is his handwriting, father.

GLOUCESTER: Has he ever talked to you about this before?



2 Lesson 5



EDMUND: No, never. But I've often heard him say that when a son becomes an adult, he should be given some of his father's income.

GLOUCESTER: Oh, what a cruel son! Go and find him, Edmund. Where is he?

EDMUND: I don't know, father. Please, don't be angry with my brother. Let's find out what he meant, then you can decide what to do. I'm sure he wrote this to test my love and loyalty to you, and for nothing more dangerous than that.

GLOUCESTER: Do you really think so?

EDMUND: Yes. Listen, I have a plan. I'll hide you somewhere tonight. I'll discuss it with my brother and you can listen to our conversation. Then you'll know what he really thinks.

GLOUCESTER: My son cannot be so cruel to a father who loves him so much. Edmund, find Edgar and make him talk to you. I want to know the truth.

EDMUND: I'll go and find him immediately.

GLOUCESTER: Find him, Edmund, and be careful. (to himself) What is happening? I cannot believe that Kent has been sent away! He is an honest man. It is all too strange.

[Gloucester ***exits****. Edgar enters.]*

EDMUND: Ah, Edgar. There you are. How are you? When did you last see our father?

EDGAR: I am well, Edmund. I saw our father last night.

EDMUND: And did you talk to him?

EDGAR: Yes, we spent two hours together.

EDMUND: Did you say anything unkind to him? He's very angry with you at the moment. Please don't go near him until he's less angry.

EDGAR: Really? Then somebody has **lied** about me.

EDMUND: That's what I'm worried about. Stay with me for now. I'll take you to see our father when he feels better. Here's my key. Oh, and if you go out, take your sword.

EDGAR: My sword? But why?

EDMUND: That's the best advice I can give you. Please, go quickly!

[Edgar exits.]

EDMUND: My brother and father **trust** me, which makes them easy to **deceive**. I need these two fools to make my plan work. If I can't get some land in the correct way, I'll have to be clever to get it.

[Edmund exits.]



Before you start

Go back and skim the story. Discuss the feelings that the characters have. Use the words in the box and your own ideas.

angry pleased sad serious surprised worried

Vocabulary

1 Replace the words or phrases in bold with the words and phrases in the box.

deceive him deserves exits have a lot of anger an inheritance loyalty sent … away

1 The King has **told** ………………………… Cordelia **to leave** ………………………….
2 Cordelia **leaves** ………………………… with her husband, France.
3 Goneril thinks that Cordelia should get what she **should receive.** …………………………
4 Goneril and Reagan expect their father to **feel unhappy and shout**. …………………………
5 Edmund wants to get **some money** ………………………… when his father, Gloucester, dies.
6 Gloucester reads the letter that Edmund has written **to make him believe a lie**.
…………………………
7 Edmund says his brother wrote the letter to test his **support** ………………………… to his family.

Reading

2 Match the sentences to the characters they describe.

1 ◯ His/Her heart was broken.
2 ◯ He/She wanted a bigger income.
3 ◯ He/She was wrong to trust someone.
4 ◯ He/She will be ill.
5 ◯ They were told that everyone will learn the truth.

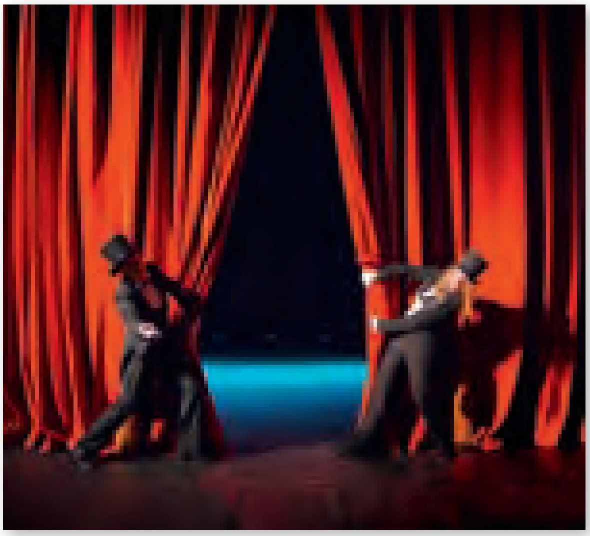
a Edgar
b Goneril and Regan
c King Lear
d Edmund
e Cordelia

Speaking

3 Work in pairs. Discuss the questions.

1 If you were King Lear, would you be unkind to Cordelia because she couldn't say how much she loved you? Why? Why not?
2 Do you think that King Lear was right to give everything to Goneril and Regan? Why? Why not?
3 Are actions more important than words, or are words more important than actions? Why?

Literature



4 What are stage directions?

a Words that the characters say
b Instructions that the actors in a play follow
c Notes for people who are watching the play

5 Look at this part of the play again. What information is in the stage directions? Tick what you can find.

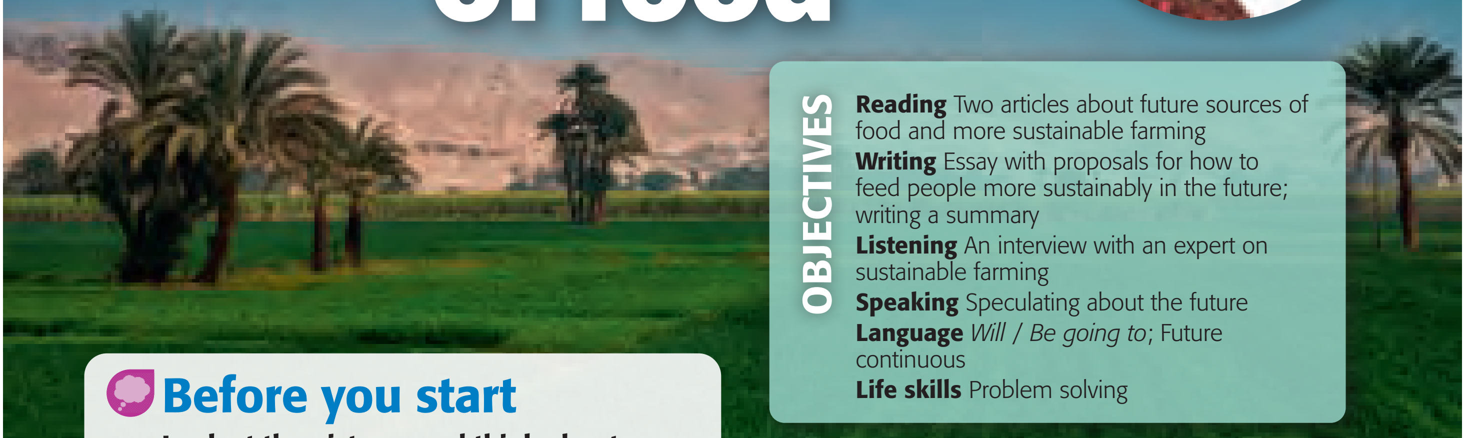
a ◯ the place where a scene is happening
b ◯ which character is leaving/coming on to the stage
c ◯ how a character is feeling
d ◯ something that a character says
e ◯ something that a character does

WORKBOOK PAGES 12-13

UNIT 3

Lesson 1

The future of food





OBJECTIVES

Reading Two articles about future sources of food and more sustainable farming
Writing Essay with proposals for how to feed people more sustainably in the future; writing a summary
Listening An interview with an expert on sustainable farming
Speaking Speculating about the future
Language *Will* / *Be going to*; Future continuous
Life skills Problem solving

Before you start

Look at the pictures and think about a farm you have seen or visited.

- What was growing there?
- What animals were there?

FOCUS ON VOCABULARY

Guess the meanings of these words. Then check in a dictionary.

agriculture crop earth innovation livestock production source sustainable variety

Reading

1 Work in pairs. Do you think there will be more (↑) or less (↓) of each thing in the future?

More or less?	
1 Farms keeping livestock for meat production	
2 Innovations like technology to dry land that is very wet	
3 Variety in the sources of our food	
4 Scientists creating a variety of new food	
5 Using chemicals to help crops grow faster	
6 Farmers using electric vehicles	

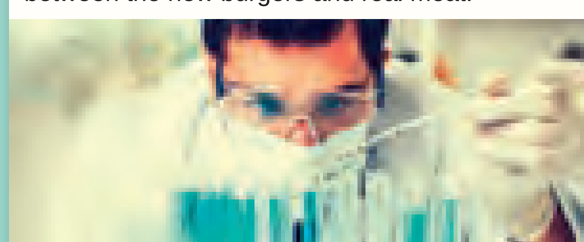
2 Read two articles about the future of farming. Choose the correct title for each article. There is one title that you don't need.

a Changes in agriculture that can save the land
b New solutions for our growing world
c Four ways that farmers damage the Earth

1) ....

According to the United Nations, there will be almost 10 billion people in the world by 2050. As a result, we will have to increase our food production by about 70 percent. However, farmers do not have space to keep more livestock and grow more crops. Instead, they'll need to look for more sustainable solutions and this will involve producing a wider variety of food.

How would you feel about eating a burger that was grown in a laboratory? Scientists think that it could be more sustainable than keeping livestock. Some of the people who have eaten these burgers say that they can't tell the difference between the new burgers and real meat.



2)
Researchers from the United Nations (UN) have found that some kinds of agriculture are seriously damaging the land. This is not sustainable. If farming continues to cause so much damage, there won't be enough land left for food production. In Europe, most of the damage is due to farmers using too many chemicals, so they will need to find new ways to help their crops grow without having to use so many chemicals. In southern Africa, the problem is that there is too much rain in the summer. In the future, we can expect that farmers in southern Africa will be using innovations in technology to remove water from the land and use it elsewhere.



3 **Read the two articles again. Are these statements *true* (T), *false* (F) or *not included* (NI)?**

1 Both articles describe technological solutions to future food problems. [T]
2 According to scientists, rising sea levels will change how we grow food. [ ]
3 The UN believes that agriculture always has a negative effect on the climate. [ ]
4 Both articles describe the damage done to the environment by livestock. [ ]
5 The first article mentions the taste of food made in a laboratory. [ ]

4 **Look at the articles again. Complete the table with the correct information.**

Problem	Reason	Possible solution
1 We will need *to produce more food*.	There will be a lot more people living on the Earth.	We will need to produce ....
2 Some farmland in Europe is damaged.	Farmers are using	Farmers will need to find new ....
3 In southern Africa, there is too much rain in the	Climate change.	Farmers will need to use new ....

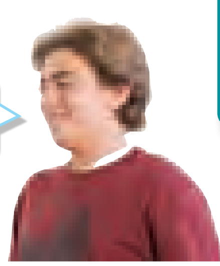
Speaking

5 **Work in pairs. Describe a problem that is facing the world. Tell your partner the reasons for it and then brainstorm possible solutions together.**



The world is getting warmer and this is causing climate change.

We should use less electricity and save energy.



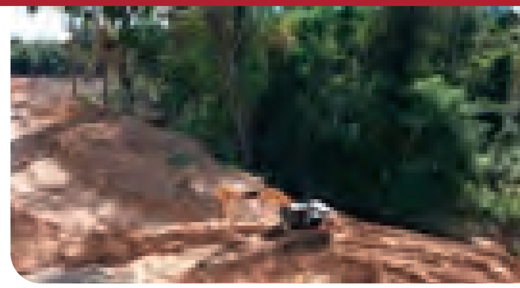
Video

SKILLS FOR LIFE

We all have to deal with problems. First, we need to understand what the problem is. Then we can find out the reason for the problem. This will help us to understand how to solve it and reach possible solutions.

WORKBOOK PAGE 14

3 Lesson 2



Before you start

- Where are the world's rainforests?
- What problems are there in the rainforest at the moment?

Listening



1.12 **1 Listen to an interview with Dr Parker, an expert on the rainforests in Borneo. Tick (✓) the things that Dr Parker explains.**

1 What a rainforest is ☐
2 Where Borneo is ☐
3 Which animals and plants are in the rainforest in Borneo ☐
4 What has happened to Borneo's weather recently ☐
5 When people started to destroy the rainforest in Borneo ☐
6 Why people are destroying the rainforest in Borneo ☐

1.13 **2 Listen to the interview again. Answer the questions.**

1 What is special about the rainforest in Borneo?

....

2 How is the island of Borneo changing?

....

3 According to Dr Parker, why are people damaging the rainforest in Borneo?

....

4 According to Dr Parker, what is her organisation going to do to help the farmers?

....

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 79

Future forms for prediction

will / be going to

Use *will* + infinitive for predictions without evidence, and future facts. Use *be going to* + infinitive for predictions with evidence, plans and intentions. For example:

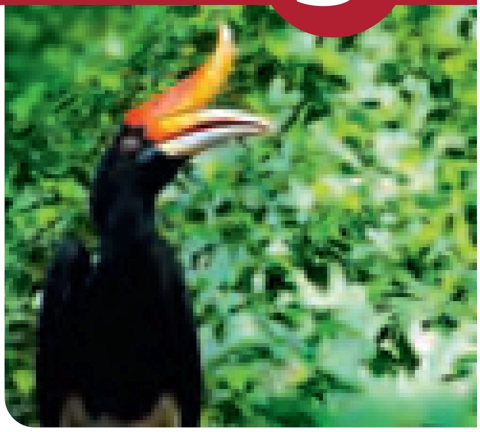
*There **will be** even less rainfall on the island in the next few years.*

*The area of rainforest **is going to** decrease because farmers continue damaging them to get more crops.*

***will* + *be* + *-ing* (future continuous)**

Use the future continuous to:

- talk about an activity that will be happening at a specific period of time in the future: *In today's show, I'll **be talking** to my guest, Dr Sarita Parker.*
- talk about a future activity that will only happen for a short time in the future: *My organisation **will be running** an education programme next month.*
- talk about an activity that will start before another activity in the future: *More farmers **will be using** sustainable techniques and therefore farming will improve.*



3 **Work in pairs. Tell your partner what you think farmers in Borneo will or won't do in the future. Give reasons for your answers.**



I think farmers in Borneo will do more to protect the rainforest in the future because …

Language

4 **Complete the sentences with the correct form of the verb in brackets: future simple or future continuous. Sometimes both forms are correct.**

1. I got a summer job working on a farm! I .... (start) next month.
2. We think that our school .... (serve) more delicious meals next year.
3. Work on the new sports field .... (begin) next Sunday.
4. In four hours' time, I .... (relax) by the swimming pool.
5. Who do you think .... (win) the football match this afternoon?
6. I can't imagine that we .... (eat) seaweed in Egypt in twenty years' time!

Speaking

5 **Read the questions and write your answers. Then compare your answers in pairs.**

1. Choose one of your friends. What job do you think he/she will do in the future?

   ....

2. How do you think people will be travelling to school in twenty years from now?

   ....

3. What do you think will be the most popular sport in the world in one hundred years' time?

   ....

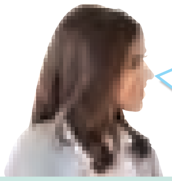
4. Do you think that people will still be using mobile phones in twenty years' time?

   ....

5. What do you think people will be eating in one hundred years' time?

   ....

6 **Work in pairs. Use the beginnings of sentences to talk about the future.**



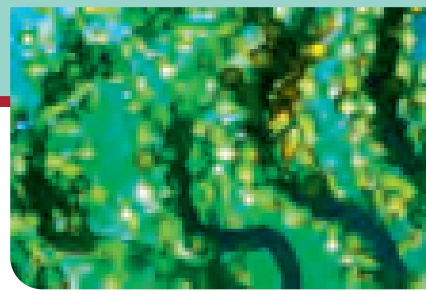
When I'm 18 years old, I will be doing my final exams at school and learning to drive …

- When I'm 18 years old, I will be …
- In fifty years everyone will be …
- By the end of this decade, most people will …
- In the future, I think people will spend more time …



WORKBOOK PAGE 15

3 Lesson 3



Before you start

What is a summary?

A A long text that gives someone's opinion about something.
B A short description that gives the most important information in a text.
C A text that gives the arguments for and against something.

Listening

1.14 **1 Listen to two friends talking about how to write a summary. Put the things that you need to do in the correct order.**

☐ Read your summary again and check that it makes sense.
☐ Underline important words or phrases in the text.
☐ Read the whole text and try to understand it.
☐ Check you've included all the important information from the original text.
☐ Fill in the gaps between the important words.
☐ Start writing your summary while looking at the important words.



Reading

2 Read the text below and then choose the best summary of it. Compare your answers in pairs.

Is algae the future of food?

We will need to find sustainable sources of food in the future because there will be more people to feed and many places will be too hot and dry for agriculture. So, why don't we think about farms in the sea?

Algae are plants that grow very quickly in water and wet places. They are eaten by everything from the smallest fish to giant whales. Some kinds of algae are called seaweed, and this is a very popular food in China and Japan.

Algae is very healthy and some scientists believe that a lot more people will be eating it in the future. They hope that farmers won't need to damage the environment, because they will be growing our food in the ocean. In fact, scientists think that growing algae will help to clean the sea and improve the air that we breathe because algae makes a lot of oxygen.



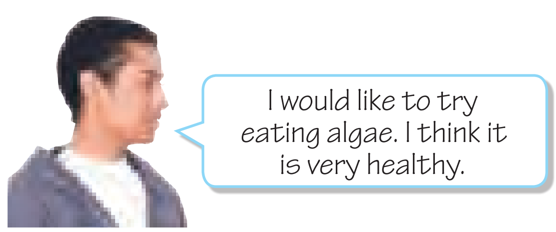
But will you want to eat it? Well, you might not even notice. Scientists are already using seaweed to replace salt in bread and some other foods to make it much healthier.

A Seaweed might look boring, but some people enjoy eating it. Now the fashion for eating seaweed is getting more popular around the world.
B At the moment, most people don't know about eating algae, but this is likely to change in the future as we try to find more sustainable sources of food.
C Nobody really wants to eat algae because it's not tasty, but people will be eating algae in the future because it will be the only source of food.

Speaking

3 Search the internet for different sources of food. Work in groups. Discuss the questions.

- What unusual types of food would you like to try?
- What is the strangest thing you have ever eaten?
- Did you like it? Why/Why not?



WORKBOOK PAGE 16



Before you start

Work in pairs. Discuss these questions.

- What is an essay?
- What are the main parts of an essay?

Reading

1 Read this essay about the future of farming. Why will there be less land for farmers in the future?

This essay will focus on the future of agriculture. — 1 ....

First, I will explain the reason why agriculture needs to change. **After that**, I will look at several ways that agriculture could change. **Finally**, I will give my opinion on what farmers should do to prepare for the future. — 2 ....

The Earth's surface is heating up and soon there will be less land that farmers can use. — 3 ....
In the case of Africa, the continent could lose up to 18 percent of its farm land in the next fifty years. — 4 .... As a result, farmers will need to farm their land even more efficiently.

Due to the fact that there will be less land available for agriculture in the future, farmers will need to grow a greater variety of crops. — 5 .... Evidence suggests that keeping livestock will not be sustainable and we may start the production of new sources of food, like algae, instead.

In my view, farmers should see this is as a chance to try new things and to start using new technology, such as robots, on their farms. — 6 .... They should start doing this immediately so they're prepared for the future.

To conclude, agriculture is clearly going to change a lot over the next few decades and farmers will need to change the way they farm, too. — 7 ....

2 Read the essay again. Label the parts of the essay with the phrases below.

A The conclusion **B** Your opinion **C** A supporting example
D A link to the paragraph before **E** An introduction to the topic
F Three points that the essay will include **G** Factual information

3 Match the phrases in the essay in bold with the phrases below.

1 In my opinion, … ....
2 An example of this is … ....
3 Because of … ....
4 The subject of this essay is … ....
5 In conclusion … ....
6 Firstly, … Secondly, … Lastly, ...

Writing

4 Now plan an essay about the future of food. Use the ideas from the essay above and your own ideas. Make notes on:

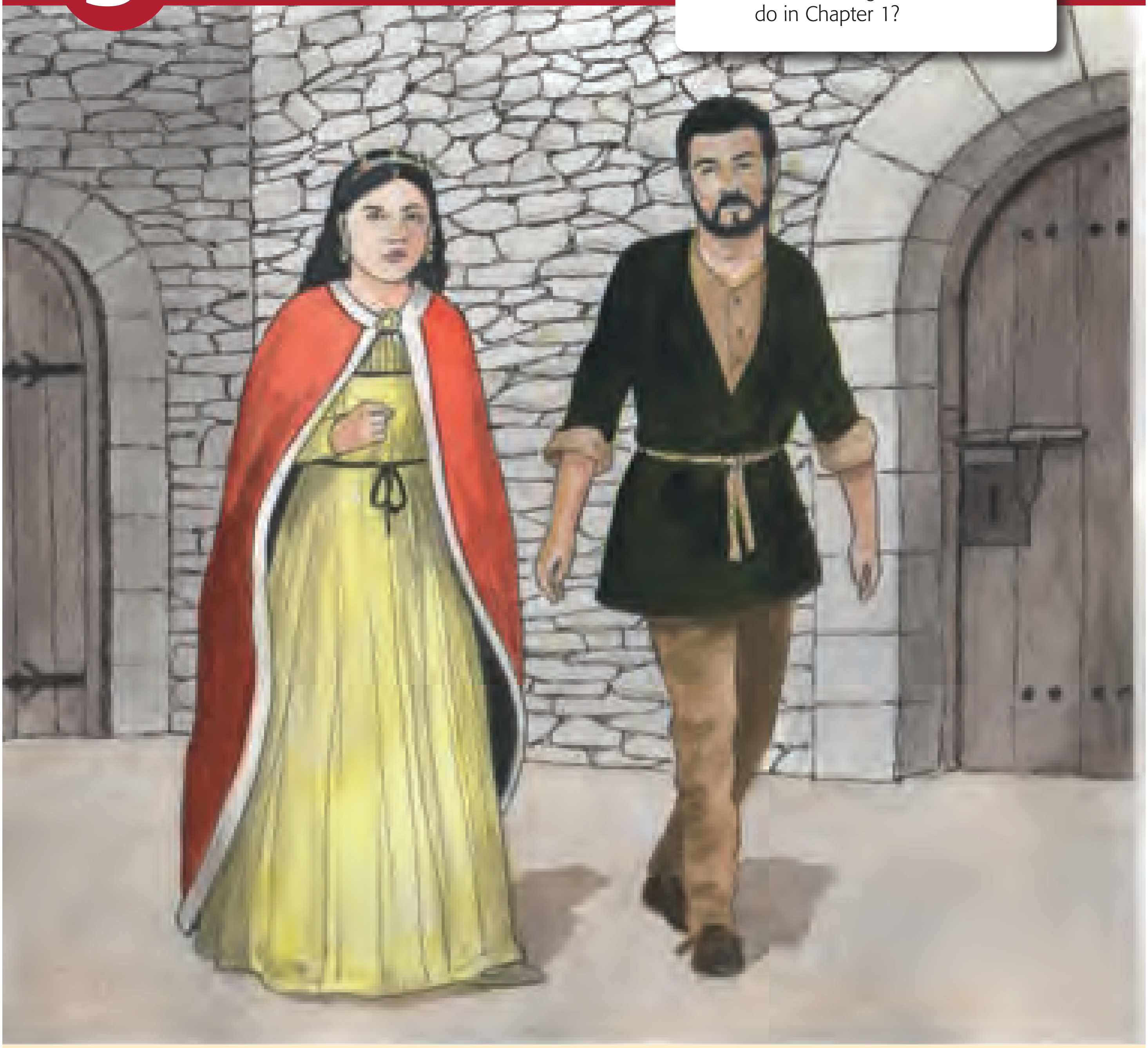
- Three points that you want to include in your essay (these can be the same as the points in the example essay or different)
- Any examples you can use to support your points
- Your opinion about the future of food
- Make sure you check your punctuation.

WORKBOOK PAGE 17

3 Lesson 5

Before you read

- What did King Lear tell Kent to do in Chapter 1?



Act I, Scene iii

[At the Duke of Albany's Palace. Goneril enters with her servant Oswald.]

GONERIL: Did my father, King Lear, hit my **servant**?

OSWALD: Yes, madam.

GONERIL: I must do something. His soldiers are starting to **behave** badly, and my father gets angry about everything. When he comes here, I won't speak to him. I'll tell him that I am ill.

OSWALD: He's coming, madam; I can hear him.

GONERIL: Tell the other servants not to do what he asks them. If he's unhappy, he can stay with my sister. The foolish old man still wants to have the power that he's given away!

OSWALD: Yes, madam.

GONERIL: I'll write to my sister immediately and tell her my plans.

[She exits.]

Act I, Scene iv

[At the Duke of Albany's Palace. Kent enters in different clothes.]

KENT: I've **disguised** myself in different clothes, and I have changed how I usually speak, so I can help the man who told me to leave. I still love the King and I'll continue to work hard for him, but he won't know me.

[King Lear enters with soldiers and servants.]

KING LEAR: Get my dinner ready.

[A servant exits.]

[To Kent] Who are you?

KENT: I am a poor but honest man.

KING LEAR: What do you want?

KENT: I want to help you, sir.

KING LEAR: Do you know me?

KENT: No, sir; but I want to help you because I can see that you are an important man.

KING LEAR: What can you do?

KENT: I can give good and honest advice.

KING LEAR: Then follow me. You can be my servant.

[Oswald enters.]

You, where's my daughter?

OSWALD: I'm sorry, sir …

[He exits.]

KING LEAR: What did the man say? Call him back.

SOLDIER: He said that your daughter wasn't well.

KING LEAR: Why didn't he come back when I called him?

SOLDIER: Your majesty, he was very **rude**. I don't know what the problem is; but the servants, the Duke and your daughter are all being very unkind to you.

KING LEAR: I've noticed that too. But where's my Fool? I haven't seen him for two days.

SOLDIER: He has been very unhappy since Cordelia went to France.

KING LEAR: Don't say her name to me! Go and tell Goneril that I want to speak to her.

[The soldier exits. Oswald and the Fool enter.]

Oh, you, come here! Who am I?

OSWALD: My lady's father.

KING LEAR: My lady's father? How rude!

[King Lear hits him.]

OSWALD: Don't hit me, my lord.

KENT: *[Hitting him.]* Don't be rude to the King or I'll hit you, too!

KING LEAR: Thank you. You are a good man.

[Goneril enters.]



3 Lesson 5



KING LEAR: What's the matter, Goneril? Why are you holding your head?

FOOL: You should worry, old King, because you gave everything away, rather than worrying about her head. One day, you will want everything back.

GONERIL: Father, are you **encouraging** your men to behave badly? Your Fool says and does what he wants.

FOOL: Even a fool knows when the **cart** is pulling the horse.

KING LEAR: Does anyone here know who I am? Tell me!

GONERIL: You're old and you should be **wise**. But you're keeping a hundred soldiers here; they are noisy and rude. Please don't have so many soldiers, and only keep the men who can behave well.

KING LEAR: *[angry]* What did you say? Call my soldiers. You won't have any more trouble from me, because now I have only one daughter left.

[Albany enters and he is very surprised.]

[To the soldiers.] Prepare my horses.

ALBANY: Please, sir, wait.

KING LEAR: *[To himself.]* Oh, why was I angry with Cordelia? She was not as rude to me as Goneril. Why was I so foolish?

ALBANY: Your majesty, I don't know what's made you angry, but I'm not **guilty**.

KING LEAR: That might be true, but listen. If Goneril has a child one day, and the child is cruel to her, she will understand how I feel. Then she will have **a taste of her own medicine**.

[King Lear exits.]

ALBANY: What has happened, Goneril?

GONERIL: Nothing. Let him shout. He is a mad old man.

[King Lear enters again.]

KING LEAR: Goneril, you have told fifty of my soldiers to go!

ALBANY: What is the matter, sir?

KING LEAR: I'll tell you. *[To Goneril.]* I cannot believe that you have the power to make me so unhappy. But you have. I still have one daughter left, and I am sure she will be kind to me when she hears what you have done. She will not be happy with you!

*[King Lear exits with Kent, and **Attendants**.]*

GONERIL: Did you hear that, my husband?

ALBANY: You know how much I love you, Goneril, but …

GONERIL: Do not say more.

[To the Fool.] You, go.

[The Fool exits.]

GONERIL: Is it a good idea to let him keep a hundred soldiers to help him in his old age? They might **attack** us.

ALBANY: I think you are worrying too much.

GONERIL: It's better to worry and be safe. I've written to my sister Regan and told her everything. I'm not angry with you because you asked me to be kinder to my father, but you are being foolish.

ALBANY: Maybe you know more than I do, Goneril, but I think you are making problems rather than solving them.

[They exit.]

Before you start

Work in pairs. Discuss the questions.

1 Do you think that most people disagree with friends and family sometimes?
2 What can help people to stop disagreeing and be friendly again?

Vocabulary

1 Read the phrases in the box and write them in the correct column in the table.

behave badly   be guilty of something   be rude   be wise   encourage someone to do something

Positive	Negative
• …………	• …………
• …………	• …………
	• …………



2 Match the phrases with their meanings.

1 Attack someone …………
2 Disguise yourself …………
3 The cart is pulling the horse …………
4 A taste of your own medicine …………

a Change the way you look
b Try to hurt someone
c Experience what you do to others
d Things aren't the way they should be

Reading

3 Read this part of the play and match the characters with the things they do.

Albany   Goneril   Kent   King Lear   Oswald

1 This character tells the king not to be angry with him and then tells his wife not to worry about the king. …………
2 This character gets angry with his daughter when she tells him that he shouldn't keep so many soldiers. …………
3 This character disguises himself so he can continue to work for the king. …………
4 This character works for Goneril and tries to tell the king that he can't see her. …………
5 This character didn't want to see her father, but then she talks to him about the number of soldiers he has with him. …………

4 What do we learn about the characters in this part of the play? Choose the correct options.

1 Goneril feels ***guilty/worried*** because of the way her father is behaving.
2 Kent ***will/won't*** leave the king.
3 King Lear feels that Goneril ***knows/doesn't know*** how much she has hurt him.
4 Albany thinks that Goneril should worry ***more/less*** about her father.

Writing

5 Read the questions about what you think will happen next in the play. Write your answers in your notebook.

1 Will King Lear's soldiers hurt Goneril and Albany?
2 Will King Lear get angry with his other daughter, Regan, as well?
3 Will Kent continue to help King Lear as his servant?

WORKBOOK PAGES 18–19

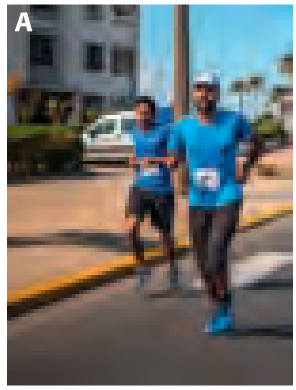
REVISION

R1 Lesson 1

Before you start

Look at the photos.

- Which sport does each athlete do?
- What kind of food do you think each athlete needs to eat?
- What kind of food do you think each athlete needs to avoid?



Kareem



Amr

Reading

1 Read both texts and answer these questions.

1 Who eats the largest amount of food?
2 Who eats the widest variety of food?
3 Who is the most interested in not getting ill?
4 Who has to eat more food before an important competition?

Kareem
I'm a runner who regularly runs very long distances. I need to eat large **amounts** of pasta, fruit, potatoes and other vegetables so I have enough energy to run for 30 or 40 kilometres each day. I also need to eat a lot of different foods that will make me stronger, such as meat, fish and eggs. I drink a lot of orange juice to **boost** my **immune system**, which means that I'm less likely to get ill and have to stop training. I usually **prepare** my own food at home but when I want to eat out with my friends or family, I usually go to an Italian restaurant!

Amr
I'm a boxer, so I need to eat larger amounts of food than other athletes. When I started boxing, I started eating in a different way. Instead of three large meals a day, I usually eat six smaller meals, but I don't eat a wide **variety** of food. I usually eat eggs or white meat, like chicken, for almost every meal. Eating like this helps me to be stronger than the people I fight, which means I'm less likely to be **injured**. Before a big fight, I have to do a lot of training and I eat as much as possible, without eating unhealthy, fatty food, such as cakes and chocolate.

2 Read the texts again. Are these sentences *true* (T) or *false* (F)?

1 Kareem needs energy from his food so he can walk as far as possible. ..*F*..
2 Kareem's diet makes his immune system stronger. ....
3 Kareem sometimes goes out to eat with his friends or family. ....
4 Amr had to change the way he ate when he became a boxer. ....
5 Amr eats three large meals a day every day. ....
6 The way Amr eats means that he's less likely to get hurt. ....

Vocabulary

3 Complete the sentences with these words from the text.

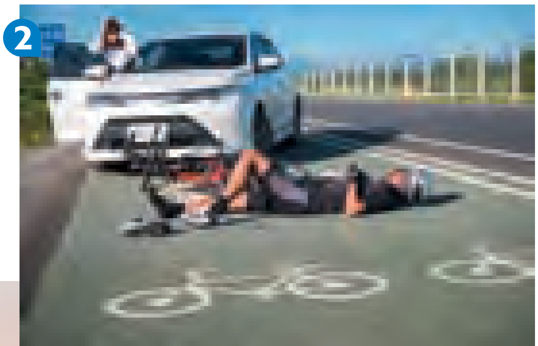
amount **boost** **injured** ~~**prepare**~~ **variety**

1 I'm going to help my parents to ....*prepare*........ our meals so I can learn how to cook.
2 Only eat a small .... of food before you do sports or exercise.
3 Fresh fruit can .... your immune system so you're less likely to get ill.
4 Some athletes, like boxers, can get .... when they do their sport.
5 Eat a wide .... of food instead of the same type of food every day.

Before you start

Look at the photos. What can you do to help in these situations?

1


2


3


Listening

1 Read this sentence from a radio interview with a teenage girl. What is the name for the activity the girl does in her free time?

In my free time, I'm learning to help people who are ill or who have had an accident.

1.16 **2 Listen to the radio interview and check your answer to Exercise 1.**

1.17 **3 Listen again and answer the questions.**

1 Where is Mariam doing her course?
Mariam is doing her course at a sports centre.

2 What will Mariam get after she's completed fifty hours of lessons?
....

3 What techniques is Mariam learning at the start of her first course?
....

4 What doesn't Mariam need to learn at the moment?
....

5 What are the two reasons Mariam gives for enjoying the course.
....

1.18 **4 Listen again. Choose the phrases you hear.**

1 I ***must*** / ***have to*** go to at least fifty hours of lessons.
2 Then ***I'll get*** / ***I'll be getting*** my first certificate.
3 At the start, you ***need to*** / ***don't need to*** learn simple things like how to put a bandage on someone.
4 You ***have to*** / ***don't have to*** know how to perform CPR, for example.
5 I'm sure ***I'll take*** / ***I'll be taking*** courses for the next few years so I can learn as much as possible.
6 You ***mustn't*** / ***don't need to*** sit at a desk and read books to learn.

Speaking

5 Discuss in pairs.

- Will you be starting to do anything new in the next few months? If yes, what is it?
- Is there anything you would like to learn?
- What will you be doing in the summer/winter?

Before you start

Discuss in pairs.

- What is the best way to persuade people?
- What have you persuaded someone to do?

Reading

1 **Read the email quickly. What does Hadeer want to persuade Aya to do?**

To: Aya@mail.com
From: Hadeer@mail.com

Hi Aya,

How are you today?

I think it's great that you're going to start cooking healthier food. I'm sure it will give you more energy and make you feel a lot better. I'd also like to learn how to cook meals that are healthier than the fast food that I usually eat.

Do you want to do a cooking course with me so we can learn together? There's a new course that's going to start in two weeks' time at the local college. It's every Tuesday evening from 6 pm to 8 pm. And it's only for teenagers!

You don't need to go to the college to register, you can do it on their website. Just search for the cooking courses and it's the first course you'll see. I can do the course on my own if you <u>can't make it</u>, but it would be a lot more fun to learn with a friend.

Talk to you soon!

Hadeer



2 **Read the email again. Answer the questions.**

1 What benefits of cooking healthier food does Hadeer mention?
Hadeer mentions feeling better.

2 What type of food does Hadeer regularly eat?
....

3 Where will the course take place?
....

4 When will the course take place?
....

5 Who can take part in the course?
....

6 Where can people register for the course?
....

7 The underlined words mean:
A Hadeer can do the course.
B Hadeer can't do the course.
C Hadeer can't finish the course.

8 Think of other ways to get information on how to cook healthier food.



Speaking

3 **Work in pairs. Discuss the questions.**

- How often do you cook?
- What do you usually cook?
- Would you like to get better at cooking, for example by taking part in a cooking course?

4 **Use the internet or a library to find examples of recipes for meals that young people would like and are easy to cook.**

Before you start

Work in pairs. Complete the table with a tick (✓) for more sustainable, and a cross (✗) for less sustainable.

Food that …	**more/less sustainable**
is grown locally is	
is grown far away is	
is cooked in a restaurant is	
is made at home is	
needs a lot of water to grow is	
needs a lot of chemicals to grow is	

Speaking

1 **You are going to plan an essay. The title of the essay is:**
'What can young people do to eat food that is produced in a sustainable way?'
Think of some ideas and make notes to help you.



Writing

2 **Work in small groups.**

1 Compare your ideas for the essay.
2 Choose the three ideas that you think are the best.
3 What is the best order to present these three ideas in your essay?

3 **Use your notes to write an essay. Write about 180 words.**

....
....
....
....
....
....
....
....
....
....
....

Reading

4 **Work with a partner. Read your partner's essay and put a tick (✓) in the boxes for agree, and put a cross (✗) for disagree.**

1 The essay has the correct structure (introduction, three ideas and conclusion)	
2 The essay is easy to understand and presents the ideas clearly.	
3 The essay uses the correct vocabulary for the topic of eating in a sustainable way.	
4 Most of the language used in the essay is correct.	
5 The essay includes some good ideas and is interesting to read.	

5 **Use your table to give the person whose essay you read some feedback on it.**



R1 King Lear: Act 1

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 The .... of Kent was a powerful person in England.
a King **b** title **c** kingdom **d** Duke

2 When you have a .... to do something, you must do it.
a scene **b** disguise **c** title **d** duty

3 If you did something bad, then you are .... of doing it.
a guilty **b** angry **c** rude **d** honest

4 A .... is something you can use to cut things or fight people.
a stick **b** cart **c** sword **d** gun

5 When someone .... your heart, they hurt your feelings and make you unhappy.
a breaks **b** deserves **c** sends **d** succeeds

6 Many old people are .... because they have more experience than young people do.
a rude **b** wise **c** honest **d** foolish

7 That house was his .... when his parents died.
a title **b** kingdom **c** inheritance **d** disguise

8 If you are a/an ...., it is your job to do things to help someone else.
a king **b** servant **c** enemy **d** duke

9 King Lear decides to give his .... to his daughters.
a duke **b** title **c** kingdom **d** sword

10 .... is very important to me, so I want friends who will always stand by my side.
a Loyalty **b** Inheritance **c** Riches **d** Beauty

11 Edmund wants his father to believe something that isn't true, so he .... him.
a attacks **b** deserves **c** deceives **d** succeeds

12 King Lear thinks that Goneril will have a taste of her own .... if her child is cruel to her.
a riches **b** loyalty **c** inheritance **d** medicine

Reading

2 Match the things that happen in Act 1 (1–5) with the reasons why they happen (a–e).

1 King Lear decides not to give Cordelia a third of his kingdom because ....

2 The King of France asks Cordelia to be his wife because ....

3 Edmund gives his father a letter which he says is from his brother Edgar because ....

4 Edmund tells his brother Edgar that their father is angry with him because ....

5 Kent disguises himself in different clothes because ....

a … he loves her more now that she is poor. ◯

b … he wants to continue working for King Lear as his servant. ◯

c … he's trying to get a large inheritance. ◯

d … she won't tell him how much she loves him. (1)

e … he wants his brother to go away so he can get more money. ◯

3 Choose the correct word to complete the sentence.

1 Goneril is King Lear's .... daughter.
a oldest b youngest
2 Cordelia tells her father that she is young but ....
a clever b honest
3 Kent tells King Lear that he is not afraid to make the king ....
a angry b cruel
4 Cordelia believes that everyone discovers the .... in the end.
a loyalty b truth
5 Edmund says that he .... the letter that he shows his father.
a found b sent
6 Edmund tells his brother to take his .... with him if he goes out.
a sword b trust
7 Oswald is a ....
a duke b servant
8 The Fool thinks that King Lear will want .... back one day.
a everything b to go

4 Read the quotations and answer the questions.

1 *I must speak honestly when my king is being foolish. Your youngest daughter does not shout about her love for you, but that doesn't mean she loves you the least.*

a What do you think Kent thinks about King Lear at this point of the story?

....

b How does King Lear react to Kent's advice and what does this tell us about him?

....

2 *My brother and father trust me, which makes them easy to deceive. I need these two fools to make my plan work.*

a What is Edmund's plan?

....

b What does his brother, Edgar, think has happened?

....

3 *If he's unhappy, he can stay with my sister. The foolish old man still wants to have the power that he's given away!*

a Who says this?

....

b How do people behave differently with King Lear now he has less power?

....

Writing

5 Read all four scenes from King Lear again and write a summary of what happens. Think about the following:

- The story: what happens?
- The main characters: what are they like?

WORKBOOK PAGES 20–23

UNIT 4

Lesson 1

Changing English



OBJECTIVES

Reading An article about the effect of messaging on English today; Text messages; A text about Shakespeare and language; A blog post
Writing A blog post about mobile phone use and its effects
Listening A speaker talking about messaging; Tips on how to write a successful blog post
Speaking A debate
Language Reported speech: reporting orders, requests and advice; *could/should have* + past participle
Life Skills Communication

Before you start

- Do you use any messaging apps?
- How is messaging different from writing a letter or an email?

Vocabulary

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

abbreviation emoji formal innovator linguist

1 **Look at the list of abbreviations below. Match the abbreviations 1–8 with their meanings.**

1 LOL	**a** Please
2 c u l8r	**b** See you later
3 gr8	**c** Thank you
4 plz	**d** As soon as possible
5 idk	**e** I don't know
6 2moro	**f** Great!
7 thx	**g** Laugh out loud
8 ASAP	**h** Tomorrow

Reading

2 **Read the messages and choose the best abbreviation for each gap.**

A

Did Lamia and Nevine have an argument?

1 **idk / 2moro.** I hope not!

B

Hey! U there, Sami? I can't do the Maths homework. Can I see yours **2** **plz / gr8?**

Sure! Here's a photo.

3 **idk / thx!**

C

Hey! Can we talk **4** **c u l8r / ASAP**? Need advice.

Sure. Let's meet **5** **2moro / LOL**.

3 **Read the article. Choose the best title.**

A Text messaging language is changing English
B Why adults can't use text messaging language
C How to learn text messaging language

Plz read this article ASAP. It's gr8. Hope u 👍 it! 🙂

For any readers who can't understand the language of text messaging, the translation is: *Please read this article as soon as possible. It's great. I hope you like it.*

In text messages, **abbreviations**, **emojis** and numbers are all used to make communication quicker. The language of text messages doesn't require correct spelling, or difficult grammar and punctuation.

Messaging language is appearing in everyday English more often. When people write emails, many of them use a lot of abbreviations and emojis 😛. Some people use less punctuation, but others use more than they need!!!!!!!

So, is messaging language damaging English? Messaging language may be fun to use with friends, but it isn't suitable in **formal** emails. And now teachers are worried that some teenagers are no longer able to speak or write using English correctly.

However, some **linguists** suggest that the people who use messaging language are actually language **innovators**, introducing new ideas into English. They argue that messaging language is quick, short and communicates a lot in a small space.

Whether or not you like messaging language, English is continuing to change. Perhaps it would be a good idea to learn some of the basic abbreviations so you can enjoy talking to your friends with fun, short messages!



4 **Read the article again and answer these questions.**

1. Why do people use messaging language?
2. How is text messaging language different from formal English?
3. How do some people use punctuation in emails now?
4. Why are some teachers worried about teenagers who use text messaging language?
5. Why do some linguists like text messaging language?

Language

5 **Match the verbs to the functions.**

negative advice **order** ~~**positive advice**~~ **request** **positive advice**

1 advise *positive advice* 2 ask ....
3 encourage .... 4 tell ....
5 warn ....

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 81

Reporting verbs with infinitive clauses

To report orders, requests or advice, we use a reporting verb followed by the indirect object and a verb in the infinitive with *to*: *Plz read this article ASAP.* → *Amr asked me to read this article ASAP.* (Reported request)
Delete this message! → *Her mother ordered her to delete that message.* (Reported order)
You should use short sentences. → *Ms Aya advised us to use short sentences.* (Reported positive advice)
You shouldn't use emojis in formal messages. → *My teacher warned me not to use emojis in formal messages.* (Reported negative advice)

6 **Complete the sentences with the verbs from Exercise 5 in the correct form.**

1. Maya's parents always *encouraged* her to sing.
2. Omar .... me to help him. It was a polite request, so I agreed.
3. Rami .... Imad not to go out. It was good advice because it rained.
4. Mr Sakr .... me to study. It was good advice because I passed my exam.
5. The doctor .... Ali to stop smoking.

Speaking

7 **Discuss this question in pairs.** Video

1. Would you encourage older or younger people to learn about messaging? Why?

WORKBOOK PAGE 24

4 Lesson 2

Before you start

- Name one advantage and one disadvantage of messaging friends instead of phoning and speaking to them.



Vocabulary

1 Choose the meaning of these words and phrases. Check in a dictionary.

1 tone
2 to misunderstand
3 not necessarily
4 to frown

a a response to something that has been said that may not be true or correct
b to have an expression on your face that shows you are not happy
c to not understand properly
d the change in your voice that shows what you are feeling or thinking

Listening

1.19 **2 Listen to a radio programme about messaging. Put items a–d in the order you hear them.**

a [ ] The positive side to messaging.
b [ ] The differences between messaging and speaking to someone.
c [ ] Advice about how to deal with a messaging problem.
d [1] A personal story about messaging.

1.20 **3 Listen again and answer the questions.**

1 What is Dr Magda Morsy's book about?
Dr Magda's book is about messaging.
2 Who is Talia? ....
3 What did Talia's friend send to her? ....
4 What did Talia say in response? ....
5 Why was Talia upset? ....
6 What three things does Dr Magda say we cannot do when we are messaging?
....
7 What does she say messaging is useful for?
....
8 What Was Dr Magda's advice for Talia?
....
9 Why do you think Mona did not reply to Talia?
....

Speaking

4 In pairs, read the statement and discuss the following:

Messaging is great for staying in touch with friends, but remember that messaging is designed to be short and quick so don't expect to have long conversations, and don't get upset when you get one word or even an abbreviation as a response to your message.

- Do you agree with the statement? Why? Why not?
- Which way of communicating do you think is best for the situations below? Give your reasons.
  - Chatting with a friend
  - Giving someone bad news
  - Applying for a job

Language

5 Look at these sentences from Exercise 2 and complete them with the correct form of the verb in brackets.

1 What *should* Talia *have done* (do) yesterday evening?
2 She .... (put) her phone down.
3 She .... (get) upset so quickly.
4 She .... (call) and .... (speak) to Mona.
5 She .... (ask) 'Can I call you?'

6 **Complete the sentences using *could have*, *couldn't have*, *should have* or *shouldn't have*.**

1 Ashraf .... been unkind to his sister, Dareen. He knew she would be upset.

2 Hamid was working with me all day, so you .... seen him at the park.

3 Kamal .... helped Fawzi, but he didn't because they aren't friends anymore.

4 Why hasn't he called? Tarek said he would call when he got to the hotel and he .... arrived by now.

5 Thank you. It's a fantastic gift, but you .... spent so much money on me.

6 I .... gone to bed earlier last night. I'm really tired today.

7 **Work in pairs. What is the difference in meaning between these two sentences?**

A Hana should have called me this morning.

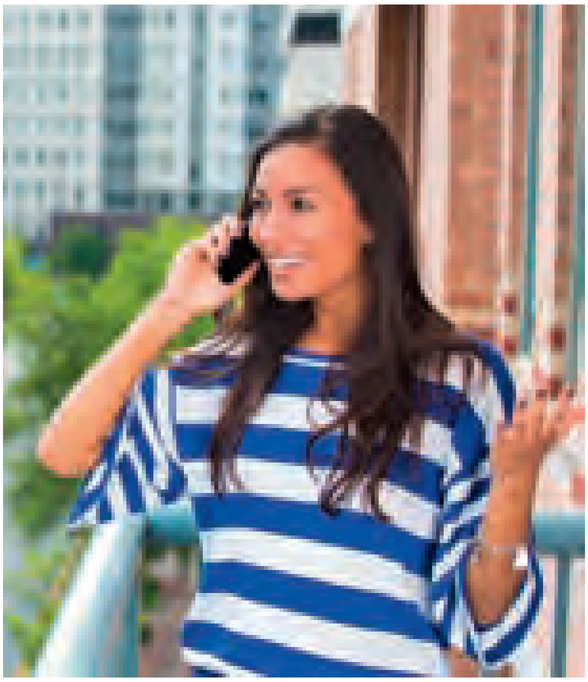
B Hana could have called me this morning.

....

....

....

....



FOCUS ON LANGUAGE

LANGIUAGE REVIEW PAGE 81

***could / should have* + past participle**

Use *could have* + past participle

- to say that something was possible in the past, or someone had the ability to do something. *She **could have called** and spoken to Mona. What **could** she **have said** to her friend?*

Use *couldn't have* + past participle

- to say that something wasn't possible in the past. *She **couldn't have been** at the supermarket at 8.00, because he was in the café.*

Use *should have* + past participle

- to talk about a past action that was a better choice, but didn't happen: *You **should have read** that valuable book.*
- to talk about regret in the past *She **should have put** her phone down. **Should** you **have called** your grandparents yesterday?*

Use *shouldn't have* + past participle

- to say that something in the past wasn't a good idea. *She **shouldn't have got** upset.*

Note: *should / shouldn't have* + past participle means the same as *ought / ought not to have* + past participle.

SKILLS FOR LIFE

Always tell someone if you are worried about something you have received on your phone. Don't reply to a message if you feel uncomfortable.

Speaking

8 **In pairs, discuss the following:**

- Could you have worked harder last week? What could you have done?
- Have you ever said something to a friend that you shouldn't have said? What should you have said?

WORKBOOK PAGE 25

4 Lesson 3



Before you start

- Why do you think that we create new words?
- Look at the picture. Do you know why this person is famous?



Reading

1 **Read the article and check your answers.**

2 **Read the article again. Which statement is correct?**

A Shakespeare wrote the first English dictionary.
B Shakespeare didn't believe that the English language should change.
C Shakespeare changed the English language.

Shakespeare and the English language

Language is always changing, and new words are created all the time. We need new words to describe new technology, ideas and situations. For example, before people took photos of themselves on their phones, we didn't need a word for that. But when everyone started doing it, the word 'selfie' became very useful, and it was added to dictionaries in 2013. Many famous dictionaries add new words every year, and sometimes they remove words and phrases that we don't use anymore.

Shakespeare was a great innovator with language, and he added more words and phrases into the English language than anyone else. He made new words by changing verbs into adjectives, changing nouns into verbs, and connecting words to make new words. He also added **prefixes** and **suffixes**, for example, he created 'uncomfortable' from 'comfortable'.

Today the language that Shakespeare used can sound difficult, but he was writing in a way that made his stories easy for people to understand at that time.

Like messaging language, Shakespeare made new words from other words that everyone already knew. Then he used his words to describe the things that people most wanted to talk about.

Language

3 **Work in pairs. How many words can you make using prefixes, suffixes and the verbs below? Check your answers in a dictionary.**

mis- re- un- | **-able -er -less**

care	*carer, careless*
do	....
read	....
understand	....
use	....
write	....

4 **Work in pairs. Answer the questions. Which prefix**

1 gives a word the opposite meaning? ....
2 means that something happens again? ....
3 means that something happens in the wrong way? ....

Which suffix ...

4 makes the noun for a person? ....
5 means possible? ....
6 means without? ....

REMEMBER!

Prefixes and suffixes

We put prefixes at the beginning of words and suffixes at the end to change the meaning of these words.

Speaking

5 **Read the statement and discuss the following:**

Messaging is having a negative effect on modern society.

- Decide if you agree or disagree with the statement. Make notes to support your opinion.
- In groups, have a debate about the effects of messaging on modern society.

WORKBOOK PAGE 26



Before you start

- What is a blog?
- Do you read any blogs? If so, what are they about?

Listening

1.21 **1 Listen to some tips on how to write a successful blog post. Take notes as you listen.**

2 Work with a partner. Use your notes to decide if these sentences are *true* (T) or *false* (F).

1 You should write your headline after you have written the blog post. F
2 You should include a question in your introduction. ☐
3 The main section of your blog post should include one very long paragraph. ☐
4 You shouldn't include new information in your conclusion. ☐
5 If a friend reads your blog post, you don't have to check it yourself. ☐

3 Read the blog post. Which of these options is the best summary of the topic?

A why emojis are not suitable for young children
B children learning how to message
C children using emojis to learn communication

4 Label the parts of a blog post in the text.

A conclusion **B** headline
C introduction **D** main section

PROJECT

Find information on the internet about mobile phone usage. Try to answer these questions:



- Why do people think that smartphones are important?
- How long do people spend using their mobile phones?
- What do people use their phones for?
- Who uses their phone more, older people or younger people?

☐ **Emoji fun!**

☐ **Yesterday, my four-year-old sister sent her grandparents some text messages from my phone. The problem is, there are no words, just a long line of emojis. This is confusing because our grandparents think the messages are from me! Should I have taken the phone away from my sister?**

☐ **When a child begins to learn how to speak, they first make different sounds. It seems that children do the same with messaging. They use emojis rather than proper words to communicate what they want to say.**

But is this a good thing? Yes! Young children are learning to communicate. With text messages, children can receive and read replies which are written just for them. I'm sure this will make them feel special and they will want to communicate more.

☐ **So, instead of taking phones away from children, perhaps we should give them our phones more often and say, "Send your grandparents a message".**

Writing

5 Write a blog post on the topic of mobile phone use and its effects today. Consider the following points:

- What is a healthy amount of time to spend using your phone?
- What are the effects of spending too much time on your phone?
- What solutions or advice can you offer your reader on how to use their mobile phone in the most positive way?

WORKBOOK PAGE 27

4 Lesson 5

Before you read

- What did Edmund show his father Gloucester in Act I?



Act II, Scene i

[In the Castle of the Duke of Gloucester. Edmund enters.]

EDMUND: *[To himself.]* So, I hear that the Duke of Cornwall is coming here tonight. That's good! It will help my plan a lot. My father has a **guard** ready to arrest my brother. But there's one more thing I should do first. Here's Edgar.

[Edgar enters.]

Brother, can we talk? Our father's coming here soon, so you must go! He knows you are hiding here. But first, we must **pretend** to fight. Pick up your sword. Quickly, before our father **gets here**. Now run from here, brother.

*[**Calls out**.]* Help me!

[To his brother again.] Goodbye, Edgar.

[Edgar exits.]

[To himself.] If there's some blood on me, people will think I've been in a fight. [*He cuts his arm.*]

Father, father! Stop him, stop him! Help!

[Gloucester enters with servants.]

EDMUND: Look, at my arm, father, I'm injured.

GLOUCESTER: What happened? Where's Edgar?

EDMUND: He ran that way. When I refused his plan …

GLOUCESTER: You there, **follow** him!

[Some servants exit.]

What plan, Edmund?

EDMUND: His plan is to kill you, father. I told him that I loved you. Finally, when he understood that I didn't want to help with his terrible plan, he cut my arm with his sword. Then he saw that I was ready to fight him, and he quickly ran away.

GLOUCESTER: He'll not run very far. If he stays in this country, we'll soon find him. Then we'll arrest him. The Duke of Cornwall is coming here tonight. I will tell him that there's a **reward** for any man who finds Edgar. And anyone who hides him will be arrested, too.

EDMUND: Father, I tried to **persuade** Edgar to stop his plan, but he wanted to continue with it. I told him that I would tell you all about it.

"Do you think anyone will believe you?" Edgar said. "No. I'll say that it was all your idea. They know that you will **profit** most if father dies, not me."

GLOUCESTER: This is terrible! **It is a stab in the back**. I'll stop people from leaving England's **ports**; Edgar won't leave the country. Thank you, my loving son Edmund. Now I will do everything to help you. You will inherit all my land.

[The Duke of Cornwall enters with his wife Regan and servants.]

CORNWALL: Gloucester, how are you, my friend? Since I've arrived here, I've heard some strange news.

REGAN: If it is true, it is terrible news!

GLOUCESTER: Oh Regan, **my heart is broken!**

REGAN: Did your son really try to kill you? Your son Edgar?

GLOUCESTER: Yes, it's true! I wish it were different.

REGAN: I know Edgar spent time with my father's soldiers.

EDMUND: That's correct, madam, he spent some time with them.

REGAN: Then the soldiers have given him the idea of **plotting against** his father, trying to kill him, so that he can use his father's money. I've just had a message from my sister Goneril about the soldiers. She has warned me to be careful of them. If they come to my house, I won't be there.

CORNWALL: Edmund, I hear that you've been a good son to your father.

EDMUND: It was my duty, sir.

GLOUCESTER: Edmund told me of Edgar's plan, and he got this cut on his arm when he tried to stop him.

CORNWALL: Is anyone following Edgar?

GLOUCESTER: Yes, I've sent some guards.

CORNWALL: The guards must arrest him. Edmund, I'd like you to work for me. I need men like you that I can trust.

EDMUND: I'd be happy to help you, sir.

GLOUCESTER: I thank you, Cornwall

[They exit.]





Act II, Scene ii

[In the countryside. Edgar enters.]

EDGAR: I've heard people say that I'm guilty! But I was not caught, because I hid in this old tree. It's not safe for me to go to any port now. Guards are looking for me. So I must disguise myself as a **beggar**. I will change my clothes and make my face and hair look dirty.

[He changes his clothes.]

I'll wear these clothes of a poor man, and live outside under the rain. Nobody will see Edgar any more. From now, I'll call myself Poor Tom.

[Edgar exits.]

[Enter, Lear, Fool and Knight. Kent is in the stocks.]

KENT: Good morning, my lord.

KING LEAR: *[Looks in **disbelief** at Kent in the stocks.]* What has happened? Who did this to you?

KENT: It was your daughter Regan and her husband Cornwall, sir.

KING LEAR: But you are working for the King! They should not do this to you! This is terrible. Where's my daughter?

[King Lear exits.]

KENT: Fool, why has the King got so few soldiers now?

FOOL: He has no money, so he has fewer people to help him. But I'll be **faithful** to him; the Fool will always stay, and let the wise men run away.

[King Lear and Gloucester enter together.]

KING LEAR: Why don't they want to speak to me? You say they are sick? They are tired? That's no answer.

GLOUCESTER: I'm sorry, your majesty, but you know that the Duke of Cornwall easily feels angry. He won't **change his mind**.

KING LEAR: What? He's angry! Well, I'm angry, too!

[He sees Kent in the stocks again.]

Why is he sitting in the stocks? Go and tell the Duke of Cornwall and his wife that I want to speak to them, now!

[Gloucester exits.]

KING LEAR: Oh, my heart, my unhappy heart!

[Cornwall, Regan, Gloucester and Servants enter.]

REGAN: Father, I'm pleased to see you.

KING LEAR: My dear daughter Regan, your sister is nothing to me. Oh Regan, she's been so cruel to me! You won't believe how badly she has behaved.

REGAN: I don't think my sister could be unkind to you. If she has stopped your badly behaved soldiers, she has only done it to help you.

KING LEAR: I'm very angry with her!

REGAN: Father, please go back to my sister's house; you're the one who is wrong, not my good sister Goneril.

Before you start

Go back and skim the play. Discuss these questions in pairs.

1 Why does Edmund cut his own arm?
2 What do you know about Kent?

Vocabulary

1 Match the words and the definitions.

1 guard
2 beggar
3 reward
4 profit
5 pretend
6 plot against someone
7 disbelief
8 faithful
9 persuade
10 port

a benefit from something
b someone who protects a place or a person
c act in a way that is not true
d get someone to do something or to agree with you
e someone who asks other people for food or money
f the feeling that something cannot really be happening
g money for someone who finds or helps someone important
h loyal, continue to support someone
i a place where ships enter and leave a town or country
j make a secret plan to do something that is wrong to another person

2 Find these phrases in the text and choose the correct answer.

1 Gloucester says, *"It is a stab in the back"* because …
A he didn't expect his son to be against him.
B Edgar has given Gloucester's a new knife.
C he doesn't understand what Edmund means.

2 When Gloucester says to Regan, *"my heart is broken,"* he is telling her that …
A he can't breathe properly.
B he is feeling ill.
C he is extremely sad.

3 When Gloucester says, "He won't change his mind," he means that the Duke of Cornwall…
A won't change his behaviour.
B won't get ill.
C won't try to make King Lear think differently.

Reading

3 Complete the summary using the names in the box.

Cornwall Edgar Edmund Gloucester Kent King Lear Regan

In Act II, scene I, ❶ .... runs away, because he thinks his father, the Duke of ❷ .... is angry with him. His younger brother, ❸ ...., cuts himself with his sword and tells the Duke that his brother did it. His plan works, and his father says that he will give all his land to him. The Duke of ❹ .... is so impressed by Edmund that he offers him a job.

In Act II Scene II, ❺ .... finds ❻ .... in the stocks. It was his daughter, ❼ .... who put him there and now she won't speak to her father.

4 Work in groups to answer these questions.

1 What does Edmund say Edgar's plan is?
....
2 Who does Regan think gave Edgar the idea?
....
3 In what ways have Regan and Goneril changed since the beginning of the play?
....
4 Who is Poor Tom?
....
5 Who is in disguise in the play at this point?
....

Speaking

5 Discuss these questions in pairs.

1 Why does King Lear say, *"Well, I'm angry, too!"* in Act II Scene ii? Do you think he is right to feel angry?
2 What do you think will happen next to these characters?
- King Lear
- Kent
- Edgar
- Edmund

WORKBOOK PAGES 28–29

UNIT 5

Lesson 1

Being smart online



OBJECTIVES

Reading An article about an online video channel; An article about how to use the internet for research
Writing An email and an essay on how to use social media sensibly.
Listening Two boys discussing how to use social media; Five teenagers talking about the effects of the internet on young people
Speaking A presentation
Language *seems to, (be) meant to, (be) supposed to*
Life Skills Critical Thinking; Resilience

Before you start

- Do you use the internet to help you learn English?
- How can it be helpful?
- How do you prefer to study and why?

Reading

1 **Read the advice about doing online research. Which of the following is not mentioned?**

1 How to ask questions in online discussions.
2 How to find reliable and useful information.
3 How to save web pages so you can read them again later.

2 **Find these words and phrases in the text. In pairs, decide what the meaning is and write a definition for each. Check your answers in a dictionary.**

1 consult (v) ....

....

2 reliable (adj) ....

....

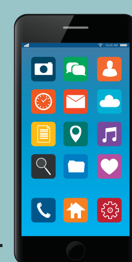
3 update (v) ....

....

4 up-to-date (adj) ....

....

Doing research online



Your teacher has given you a homework task. Where do you start your research? The internet is very useful with lots of information, but how do you avoid spending hours reading unhelpful websites? Read on to find out how to use the internet effectively.

1 Look for websites by people, companies or universities, who have experience in or knowledge of the topic you are researching. If you know who wrote the website, try to find out more about their experience.

2 Think about who has written the website. Is it a company that may be trying to sell you something?

3 Check if the website is **up-to-date**. Is the information still **reliable** and useful? When was it **updated**?

4 Always **consult** more than one website. The advantage of looking at few different sites is that you can check the information and you may find extra facts.

5 What does the website look like? If it is badly designed and is full of grammar and spelling mistakes, then it is probably not very reliable.

6 Websites that have named their sources are usually more reliable and useful than sites that do not name their sources.

7 Save the URL (Uniform Resource Locator) of any useful pages or images so you can find them easily.

3 **Read the article again. Are these sentences *true* (T) or *false* (F)?**

1 The internet is a wonderful resource for research. *T*
2 A website written by a company might be trying to sell something. ☐
3 You only need to look at one website to do research. ☐
4 It is not important if a website has spelling and grammar mistakes. ☐
5 You should check whether a website says where it got information. ☐

4 **Discuss in pairs. Was this article helpful? Why?**

Vocabulary

5 **We use *up* and *down* in lots of words and phrases to do with technology and the internet. Match the words and phrases in the box with their definitions.**

~~download~~ take down
update upgrade upload

1 *download*............: to move files from the internet to a phone, tablet or computer
2 ....: to improve or make more efficient
3 ....: to make something more modern and relevant by adding new information
4 ....: to move files from a computer, phone or camera to the internet
5 ....: to take something that you have posted online off the internet

Research

Do research online. Find:

- 3 useful websites about Egyptian history
- 3 useful websites about English grammar
- 3 useful websites about science and technology

Writing

6 **Discuss with a partner. How is writing an email to a friend different from writing to someone you don't know? Think about:**

- tone
- how you start and end each email
- grammar and punctuation

7 **Read this email from your friend. Then write an email in response explaining how you can research effectively.**

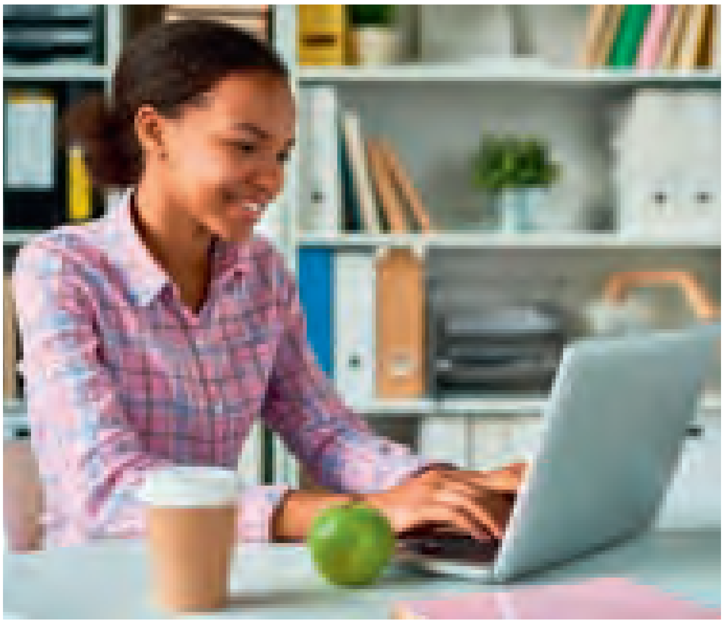
Hi!

Can you help me? I'm trying to do a history essay, but I've spent about 20 hours reading different websites and blogs, and now I've got pages and pages of notes. But I'm really confused. I don't know which sites are good and which aren't – and they all say different things! And now I've forgotten how I found a really good site that I looked at earlier.

Help!!!!!!

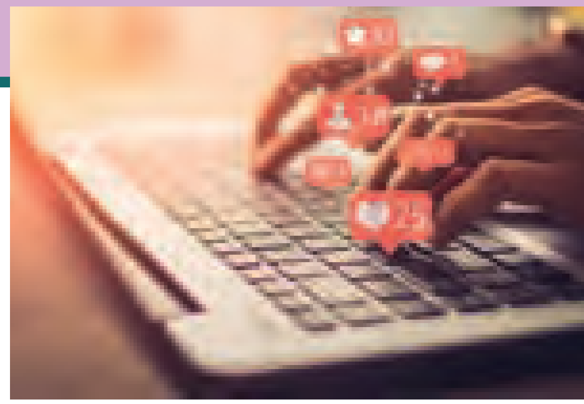
Thanks,

Nagwa



WORKBOOK PAGE 30

5 Lesson 2



Before you start

- Look at the photo. What do you think the icons and numbers describe?
- Name three things you have done online this week.

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

banner advert   cookies
search result   sponsored advert

REMEMBER!

Skim and scan: skills for research

Skim a text to see what it is about. Read the title, look at any pictures and read the text quickly to understand the general meaning. Do not worry about words you don't know.

Scan a text for specific information. Look for keywords to find the information you need.

Reading

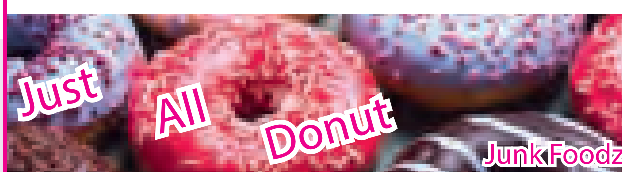
1 Read the article quickly. Which is the best summary?

A Targeted adverts can be fun and interesting.
B We need to think carefully about targeted adverts.
C Targeted adverts can save time.

Junk Foodz

Take your family for a Junk Foodz Mega Meal this evening. Free Junkin' Juice for kids!

Sponsored



Targeted advertising

Our computers and smartphones keep small pieces of information called **cookies**, which tell websites where we've been online and what we were looking at. Cookies are meant to make it easier for us to find things that interest us, but they also help advertisers to sell things to us. So, when we see an advert for something that seems to be exactly what we want, it is because advertisers know what we like. This kind of advertising is called targeted advertising.



Sometimes advertisers know where you like to go and when you like to do things, so they can advertise to you when you are most interested. For example, they advertise places to eat when you're hungry. They can also send adverts to your friends at the same time if they think you'll go together.

Sometimes it's easy to see that something is an advert, like those large **banner adverts** that always seem to appear on websites when you're trying to read. And there are adverts that seem to appear in the strangest places, like the small **sponsored adverts** that you find in **search results**.

Adverts are supposed to be honest, but we must be careful. When you see an advert online, think about why you might be seeing it and whether you can believe what it says.

2 **Underline keywords in these questions. Then scan the article and find the answers.**

1 What kind of information do our smartphones keep?
Cookies
2 How do cookies help advertisers?
....
3 When do advertisers tell you about places to eat?
....
4 What kind of advert is easy to recognise?
....
5 Where can you find small sponsored adverts?
....
6 What two questions to we need to ask about online adverts?
..........?
..........?

Language

3 **Choose the correct answer.**

1 Nabil is supposed ***to cook/cooking*** dinner.
2 I seem ***being/to be*** the first student to arrive at school today.
3 It ***didn't suppose/wasn't supposed*** to snow last week.
4 Maya meant ***to call/calling*** you.
5 Amr seems ***have/to be having*** a good day.
6 The train is meant ***leave/to leave*** at 9 o'clock.
7 My teacher ***seemed/meant*** to be happy with my work.

4 **Answer the questions using *seem to, meant to* and *supposed to*.**

1 What is the meeting meant to be about?
2 What are you supposed to do this week?
3 Think about a book you are reading or a TV series you are watching. What are the characters like? What do they seem to be doing?

FOCUS ON LANGUAGE

LANGIUAGE REVIEW PAGE 82

seem to, (be) meant to, (be) supposed to

Use *seem to*
- to talk about how something or someone appears to be.
Taha seems to like his new laptop.
They seem to be spending a nice time in Alexandria.

Use *(be) meant to*
- to talk about what the purpose or truth of something should be.
School is meant to be educational.

Use *(be) supposed to*
- to talk about obligation. *I'm supposed to cook dinner tonight.*
- to talk about what something or someone is likely or expected to do or be.
It is supposed to rain this afternoon.



Speaking

5 **In small groups, read and discuss this statement.**

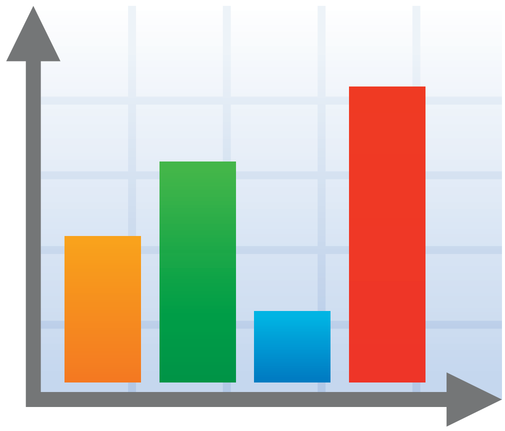
Many people are worried about targeted advertising, but it can be very useful.

How is targeted advertising supposed to help us?
Why does targeted advertising seem to worry so many people?

WORKBOOK PAGE 31

Before you start

- What is your favourite social media app?
- Do a class survey to find out the most popular apps.



Listening

1 Read these sentences and choose a word to complete each one.

behaviour ~~profile~~ sensible symbols year of birth

1. I believe you should put a nice picture of yourself in your ....*profile*........ .
2. I disagree. .... tell you more about what someone thinks or feels.
3. In my opinion, it's a bad idea to include your .... because it shows your age.
4. Did you know that 50% of teens have experienced bad .... on social media?
5. You have to be .... on social media if you want to enjoy it safely.

1.24 **2 Listen to Hamdi and Khaled discussing how to use social media. Check your answers to Exercise 1.**

3 Read statements 1–5 in Exercise 1 again. Which are facts and which are opinions? Write F or O below.

1 ...*O*... 2 .... 3 ....
4 .... 5 ....



Speaking

4 Discuss in pairs.

1 Do you agree or disagree with each of the opinions from Exercise 1? Give your reasons.

Try to use some of these phrases:
I think … In my opinion, …
I agree/disagree because … I believe …
I see your point, but … Did you know that …?

Video



In my opinion, you shouldn't put your year of birth on your profile on social media because it can be dangerous.

5 Make a list of the top five things you would include in a guide to using social media well.

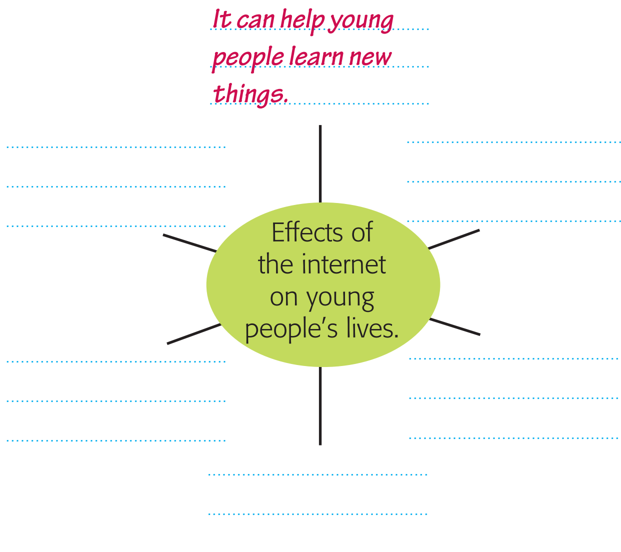
Using social media well
1. ....
2. ....
3. ....
4. ....
5. ....

6 Compare your list with another pair's. Which list is the most useful and why?

WORKBOOK PAGE 32

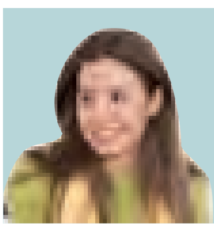
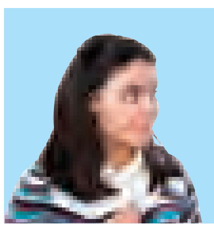
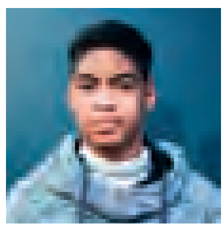
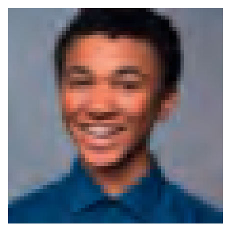
Before you start

- In groups, brainstorm the effects that the internet can have on young people's lives.
- How many positive and how many negative effects did you write?
- Compare your list with another group's list. How many different effects did the other group write? Are they mainly positive or negative?



Listening

1.25 **1 Listen to five young people talking about the effects of the internet. Match each one with the effect they talk about.**

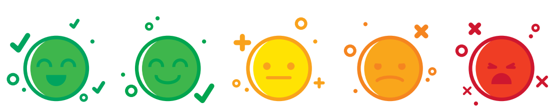






1 Dalida
2 Injy
3 Ayman
4 Osama
5 Radwa

a It makes homework easier.
b It entertains people.
c It helps you get support from people with similar interests and hobbies, and develop your own skills.
d It can be fun, but it also makes people worry that their lives are not as exciting as other people's lives.
e It causes arguments with parents.

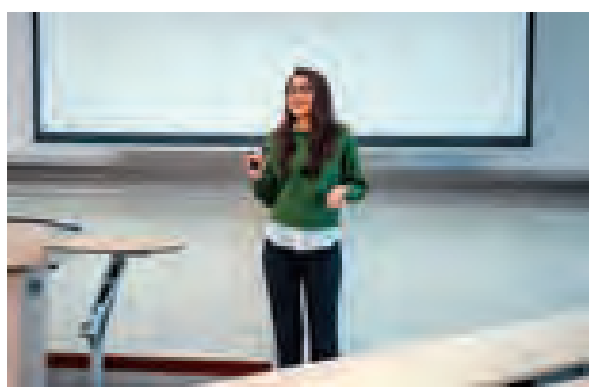
Speaking

2 In pairs, discuss the effects mentioned in Exercise 1. Rank them in the order that you think are most important. 1 = most important and 5 = least important. Explain why.



3 Make a presentation about the effects the internet can have on young people's lives. Include both positive and negative effects.

4 Give your presentation to your group or class.



Writing

5 Work in groups. Make a set of rules for young people to follow to avoid the negative effects of using social media.

WORKBOOK PAGE 33

5 Lesson 5

Before you read

- What did Goneril do that made her father angry?



Act II, Scene iii

[In the countryside.]

KING LEAR: Regan, I will not stay with your sister Goneril. Please, give me clothes, food and a bed. Remember, I am old.

REGAN: Please, Father! Go back and stay with my sister.

KING LEAR: Never, Regan! She's told half of my soldiers to leave! She has been cruel and rude to me! I want rain to always fall on her head!

REGAN: You'll want the same to happen to me soon.

KING LEAR: No, Regan, I'll never say bad things about you. Goneril's eyes are cruel, but yours are kind. You would never **turn your back on me**. And you'd not **lock me out** of your house. You understand how a daughter should help her father. You haven't forgotten that I've given you half of my kingdom.

REGAN: Father, why are you unhappy?

CORNWALL: Listen! Who's coming?

REGAN: It's my sister. She said in her letter that she would come soon.

[Goneril enters with Oswald.]

KING LEAR: Who put my servant in the stocks? Regan, I hope that you didn't know about this.

[To Goneril.] You shouldn't want to look at me. Oh Regan, why are you holding her hand?

GONERIL: Why shouldn't she hold my hand, Father? What have I done wrong?

KING LEAR: Oh, how unhappy you've made me. You're too cruel! Why won't you **apologise** to me? And why is my servant in the stocks?

CORNWALL: I put him there, sir, because he didn't behave well.

KING LEAR: You? Was it you?

REGAN: Please, Father, you're ill today. Stay with my sister until the end of the month. Then, if you ask half of your soldiers to leave, you can come and stay with me.

KING LEAR: Stay with her, and ask my soldiers to leave? No, I would rather sleep outside under the stars.

[To himself.] Return with Goneril? I would prefer to stand in front of the King of France and ask him for food. Go back with her? I would prefer to be the servant of this terrible man. *[Points at Oswald.]*

GONERIL: It's your choice, Father.

KING LEAR: Please, daughter, don't make me mad. I won't **set eyes on you** again, my child; goodbye. We won't meet any more. But you will soon feel bad about what you've done. I'll be patient for now, and I'll stay with Regan with my hundred soldiers.

REGAN: That is not possible. My home isn't ready for you. Listen to my sister. Are fifty soldiers not enough for you?

GONERIL: My servants could help you.

REGAN: Yes, why not, Father? We have enough servants. When you come to me (for now I see the danger of so many men), I ask you to bring just twenty-five soldiers. I won't have rooms for any more.

KING LEAR: But Regan, I gave you everything …

REGAN: And you gave it to me at the right time!

KING LEAR: I gave you enough to live well for all time! I asked for just one thing – to keep a hundred soldiers. Are you really asking me to come with just twenty-five, Regan?

REGAN: Don't talk to me any more about this.

KING LEAR: *[To Goneril.]* Then I'll go back with you. Your fifty soldiers is **double** her twenty-five, so you must love me twice as much as she does.

GONERIL: Listen, Father. You do not need twenty-five, ten or even five soldiers in a house where we have fifty servants to look after you.

REGAN: Why do you even need one soldier?

KING LEAR: Why do I need them? Even the poorest beggars have things that they don't need. If you only give people what they need to live, then they are little more than animals. You are a lady. If you just want to stay warm, you don't need those beautiful clothes you're wearing. They don't keep you warm at all. But, if you ask me what I really need, I need **patience**! Oh, give me patience, or I will **go mad**!

[King Lear exits with Gloucester and the Fool. There is a huge storm.]

CORNWALL: We should go inside; there's a big storm coming.

REGAN: This house is small; there isn't **room** for Lear and his soldiers.

GONERIL: Where is the Duke of Gloucester?

CORNWALL: He followed Lear.

[Gloucester enters.]

Here he is.

GLOUCESTER: The King is very angry. He has called for his horse.

CORNWALL: Let him go. He won't listen to anyone.

GONERIL: Yes, don't try to stop him.

GLOUCESTER: But it is nearly night and strong winds are blowing. There is nowhere to **shelter** for many kilometres.

REGAN: That will teach him a lesson. Lock the doors. He has his soldiers with him, and who knows what they'll persuade him to do.

CORNWALL: Regan is right. Lock the doors, it's a wet night. Come in out of the storm.

[They exit.]



Lesson 5



Act III, Scene i

[In a field in the countryside. The storm continues. Kent enters with a soldier.]

KENT: Who's there, in this terrible weather? Where's the King?

SOLDIER: He's fighting with the wind and the rain. This terrible night would make a bear hide in a cave, but the King is running around outside without even a hat.

KENT: But who's with him?

SOLDIER: Only the Fool, who tries to make him happier with his **jokes**.

KENT: Sir, I trust you. I have got something to tell you. There's a **disagreement** between the Dukes of Albany and Cornwall. They both have servants who are really **spies** for the King of France. They have noticed that the Dukes are both against the King. Now the King of France has sent an army, and the French have spies at some of our ports. If you trust me, go quickly to Dover. There are people there who'll thank you when you tell them about the King's problems. I'm not the person who you think. I'm really an important man. If you see Cordelia, show her this ring, and she'll tell you who I am. Here's some money. Oh, this storm! I must go and find the King.

[They exit.]

Before you start

Go back and skim the play. Discuss these questions in pairs.

1 What time of day is it?
2 What is the weather like?

Vocabulary

1 Complete the sentences with these words from the play.

apologise disagreement double patience jokes room shelter (v) spy (n)

1 My bedroom is so small that there isn't enough .... for a desk.
2 We had a .... about which film to watch, but I let him watch a comedy.
3 Azza is a great friend. She has a lot of ...., so she never gets angry.
4 Your brother makes us laugh when he tells funny ....
5 I asked Seleem to .... to Ziad for shouting.
6 Mr Hassan could be a .... because he speaks five languages and he often travels to foreign countries.
7 Twenty-four is .... twelve.
8 We can .... in this shop until the rain stops.

2 Find these phrases in the text and choose the correct answer.

1 When King Lear says to Regan, *"You would never turn your back on me,"* he means that she would not …
A say bad things about him.
B refuse to look at his face.
C refuse to help him.

2 When King Lear says *"You'd not lock me out,"* to Regan, he means that she would not …
A stop him coming into her home.
B ignore him when he spoke to her.
C lie to him about her plans.

3 When King Lear says *"I won't set eyes on you again,"* to Goneril, he means that …
A he won't look at her again.
B he won't visit her again.
C he won't believe her again.

Reading

3 Are these sentences *true* (T) or *false* (F). Correct the false sentences.

1 Regan is happy that her father has come to stay with her. ☐
....
2 Goneril and Regan don't want their father to bring any soldiers to their homes. ☐
....
3 The Duke of Cornwall follows Lear into the storm. ☐
....
4 Regan keeps the door open so that her father can come back inside. ☐
....
5 There is somewhere near that Lear can stay for the night. ☐
....
6 Kent asks a soldier to help Lear. ☐
....

4 Where are the characters at the end of Act II Scene i? Write *Out* (*outside in the storm*) or *In* (*inside the Duke of Cornwall's home*).

Cornwall	Gloucester ....
Edgar	Kent ....
The Fool	King Lear ....
Goneril	Regan ....

Speaking

5 Discuss these questions in pairs.

1 Why does Kent give the soldier his ring?
2 Do you think Cordelia will want to help her father? Why? Why not?



WORKBOOK PAGES 34-35

UNIT

6

Lesson 1

Learning from our mistakes



OBJECTIVES

Reading Two extracts from an abridged version of *A Christmas Carol* by Charles Dickens
Writing An essay on your regrets
Listening A radio programme about regrets
Speaking Role-play about recognising mistakes
Language Conditionals (zero, first, second and third)
Critical thinking Learning from our mistakes

Before you start

Look at the photo. Describe what you can see. What do you think is happening?

Vocabulary

1 Use the words below to complete the definitions.

beg mean pile ~~sigh~~

1 ......*sigh*......: a deep breath out that shows you are tired, sad or disappointed.
2 ....: not happy to spend money or give anything to other people.
3 ....: to ask for something in a way that shows you need it very much.
4 ....: a group of things put on top of each other.

2 Complete the sentences with *mean* or *fire*.

1 Does that photo ......*mean*...... a lot to you?
2 The race starts when you .... the gun.
3 I'm sure Taha didn't .... to upset you.
4 He doesn't work, so his boss will .... him.
5 I don't understand. What do you ....?

A Christmas Carol

It was the end of December. It was dark outside and the streets were foggy. Scrooge was a very rich businessman, but he was **mean** and people didn't like him. Scrooge was working in his office with his assistant, Bob Cratchit. He was very cold because Scrooge wouldn't pay for a big fire to keep them warm.

There was only a small fire and it was very far away.

"It's late. Can I go home, Mr Scrooge?" Bob **begged**.

"Have you finished your work?" asked Scrooge.

Bob looked at the enormous **pile** of work left to do and **sighed**.

"You can't go home if you don't finish your work," continued Scrooge.

"If I finish all this work tonight, will you let me come to work a bit later tomorrow morning?" asked Bob.

"No," said Scrooge.

Suddenly the door opened and Scrooge's nephew, Fred, came into the office. He gave his uncle a friendly smile.

"Bah!" said Scrooge, "Why are you here? And why are you so happy? You're poor. What have you got to be happy about?"

"If you are so rich, why are you so sad?" replied Fred. "Perhaps if you were poor like me, you'd be happy like me, too."

"Have you come to ask me for money?" asked Scrooge in an unfriendly tone.

"No," replied his nephew. "I've come to invite you to dinner."

"Bah!" said his uncle.

Reading

3 ***A Christmas Carol* is a famous novel written by Charles Dickens in 1843. Read the extract and answer the question in pairs.**

- Do you think Ebenezer Scrooge is a good person to work for? Why? Why not?

4 **Read the text again and answer the questions.**

1 Why does Bob Cratchit want to go home? *He was cold.*

2 Why won't Scrooge let Bob Cratchit go home? ....

3 Who comes to visit Scrooge? ....

4 How are Scrooge and his nephew different? ....

5 Why does Scrooge think his nephew has come to visit him? ....

6 Why has his nephew actually come to visit him? ....

5 **Discuss in pairs.**

1 Why don't people like Scrooge?

2 How do you think Bob Cratchit feels about Scrooge?

3 Do you think people are happier if they are rich or poor? Why?

Language

6 **Read these sentences from the extract and write 0 (zero conditional), 1 (first conditional) or 2 (second conditional) next to each one.**

1 "You can't go home if you don't finish your work." *0*

2 "If I finish all this work tonight, will you let me come to work a bit later tomorrow morning?" ....

3 "If you were poor like me, you'd be happy like me." ....



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 83

Zero, first and second conditionals

Zero conditional

- Use the zero conditional to talk about rules and things that are generally true. We can use *if* or *when*.

If I go to sleep early, I wake up early.

First conditional

- Use the first conditional to talk about things that we think are possible or probable in the future.

If I wake up before you, I'll make breakfast.

Second conditional

- Use the second conditional to imagine present or future situations that are unlikely or impossible.

If I went to Paris, I would visit the Eiffel Tower.

Speaking

7 **Work in pairs. Complete these ideas about the characters in *A Christmas Carol*. Then compare your ideas with another pair.**

1 *If Bob Cratchit works very hard, …*

2 *If Scrooge paid Bob Cratchit more money, …*

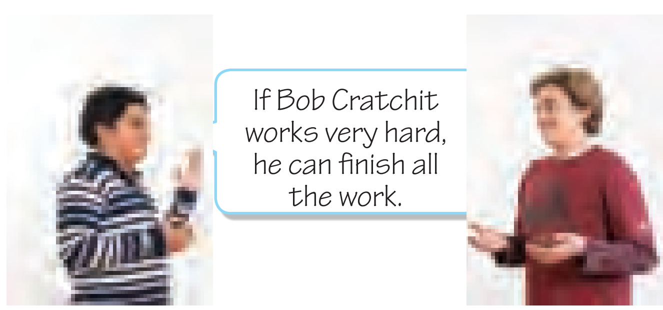
3 *If Scrooge thought about Bob Cratchit's health, …*

4 *Scrooge would be kinder if …*

5 *Bob Cratchit would be warmer if …*

6 *Fred might be less happy if …*

Video



WORKBOOK PAGE 36

6 Lesson 2

Before you start

What do you remember about *A Christmas Carol*?

Reading

1 **Read the extract from the end of the novel *A Christmas Carol*. How has Scrooge's character changed? Discuss in pairs.**

2 **Read the extract again and answer the questions.**

1. What happened to Scrooge during the night?
   He had a terrible dream.
2. What did Scrooge ask the boy in the street to do?
   ....
3. Why are all the people in the street surprised?
   ....
4. Why does Scrooge go to his nephew's house?
   ....

Speaking

3 **Discuss the following questions in pairs or small groups.**

1. What do you think happened in Scrooge's dream? Work in your group to check your answer.
2. What makes people change? How might other people react when they see someone has changed? Why?

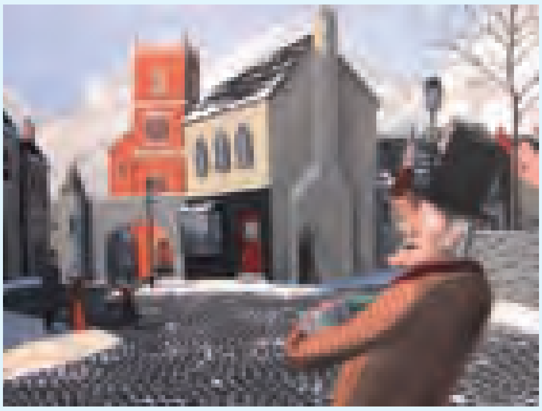
4 **Read the quotation and discuss the questions in pairs.**

> If he hadn't felt so alone, he wouldn't have cared only about money. And if he hadn't cared about money so much, he would have treated other people better.

1. Why did Scrooge care so much about money?
2. Why did Scrooge treat people badly?
3. Do you think that Scrooge will feel alone in the future? Why?



A Christmas Carol: After a dream



The next morning, Scrooge woke up in his bed. He'd had a terrible dream, but now he could see his mistakes. If he hadn't felt so alone, he wouldn't have cared only about money. And if he hadn't cared about money so much, he would have treated other people better. Then he would have had more friends, and he wouldn't have felt so alone. But now he would change. He ran to his window and saw a boy in the street. "You! Boy!" he shouted out of the window. "Do you know the butcher's shop?"

"Yes, Mr Scrooge," shouted the boy. He was surprised to see Mr Scrooge smile.

"I want you to buy the best food and take it to Bob Cratchit's house as a gift from me to his family. Will you do this for me if I pay you?"

"Of course," said the boy and then he ran off before Mr Scrooge changed his mind.

Scrooge went out in the street and said, "Good morning," to all the people he met and he smiled at them. Everyone was surprised to see Mr Scrooge smiling, but they replied, "Good morning, Mr Scrooge," and that made Scrooge very happy.

Then he went to his nephew's house and asked if he could have dinner with him. Of course, his nephew smiled and invited him to come inside.

Language

5 **Complete the sentences using the third conditional.**

1 If she *hadn't sung* (sing) so well, she *wouldn't have become* (not become) famous.
2 If we .... (buy) a ship last year, we .... (travel) all over the world.
3 They .... (watch) the film if their TV .... (work).
4 If I .... (not / read) that book, I .... (not / understood) the story.
5 If I .... (go) to bed early last night, I .... (not / be) so tired this morning.
6 .... (you / come) to the museum last weekend if I .... (ask) you?

6 **Make third conditional sentences using the prompts below.**

1 Scrooge / smile more / people / like him
If Scrooge had smiled more, people would have liked him.
2 Scrooge / light / bigger fire / Bob / not be cold
....
....
3 Bob / more money / not work for / Scrooge
....
....
4 Scrooge / pay Bob more money / Bob not be so poor
....
....
5 Scrooge / be nicer to his nephew / be happier
....
....
6 Scrooge / not had a bad dream / not change
....
....

FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 84

Third conditional

Use the third conditional (*if* + past perfect, *would* + *have* + past participle) to talk about something in the past that did not happen.

__If__ he __hadn't cared__ about money so much, __he would have treated__ other people better.

She __would have bought__ a present for you __if__ she __had remembered__ your birthday.

__Would__ they __have gone__ to Paris if they __hadn't seen__ it on TV?

Writing

7 **Write a conversation between Scrooge and his nephew in which Scrooge tells his nephew about his regrets.**

Nephew: Dear Uncle, it's great to see you smiling and being happy, but tell me, what has happened?

Scrooge: Well, if I hadn't had a bad dream, I wouldn't have changed. You see, it made me see things in a new way.

Nephew: What things?

Scrooge: Well, ...



6 Lesson 3

Before you start

- How can friends make our lives easier?
- How can friends make our lives more difficult?

1.29 Vocabulary

1 Match the phrases to the definitions. Listen and check.

1 bring back *c*
2 fall out ......
3 get into ......
4 get on with ......
5 hang out with ......
6 keep in touch with ......
7 lose touch ......

a be friendly with
b continue to communicate with
c make you remember
d spend time with
e start enjoying
f stop being friendly
g stop communicating

Listening

1.30 2 Listen to Tarek's story and put the events in the correct order.

[ ] Tarek started talking to his friends on social media.
[ ] Tarek's friends started falling out with each other online.
[*1*] In the evening, Tarek played with his brothers and talked with his family.
[ ] Tarek felt sorry about what he did.

1.31 3 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Tarek's school friends weren't interested in social media. [*F*]
He started using social media to talk to his friends.
2 Tarek didn't like chatting online. [ ]
......
3 Tarek saw his grandparents sometimes. [ ]
......
4 Tarek's friends started to argue with each other. [ ]
......
5 Tarek regrets the way he treated his school friends. [ ]
......
6 Tarek thinks he can change what happened. [ ]
......
7 Tarek's story is unusual. [ ]
......

Speaking

4 Imagine that you are Tarek and you are explaining your choices to your family. Use the prompts to help you.

If I had/hadn't …,
I wish (that) I had/hadn't …
I should/shouldn't have …

REMEMBER!

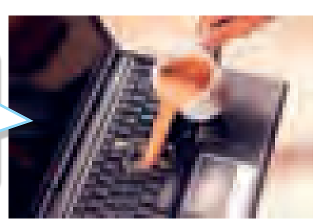
Remember to use *wish* or *wished* + past participle to talk about past regrets.

Writing

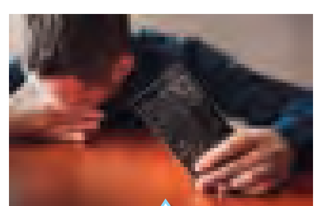
5 Work in pairs. Look at the pictures and think of the wishes and regrets that each person has. Use the prompts from Exercise 4 to help you.



I wish I hadn't arrived late.
......



......
......



......
......

WORKBOOK PAGE 38

Before you start

- What is the best way to make new friends?
- What should we do to keep our friends?



Listening

1.32 **1 Listen to Judy and put the pictures in the correct order.**

A


B


Judy and Huda would always hang out together.

C


D


1.33 **2 Listen again and write a short caption to tell the story in each picture. Each caption should be a short summary of what the picture shows about the story. Use narrative tenses like past simple and past perfect. Then compare your answers with a partner.**

Writing

3 Look at the end of Judy's story below. Write the captions for each picture to tell the story.

E


F


G


4 Read your story to a partner and listen to theirs. Then give feedback on your partner's story.

- Say what you like about the story they have written.
- Give them one or two ideas about how to improve their story.

REMEMBER!

Remember that useful feedback will show someone what they did well and how they can improve their work.

WORKBOOK PAGE 39

6 Lesson 5

Before you read

- Why did King Lear go out in the storm?



Act III, Scene ii

[In another part of the field. The storm continues. King Lear enters with the Fool.]

KING LEAR: Blow winds, and let the rain fill our houses with water! Let **lightning** cut a tree in two, and burn my white hair!

FOOL: Oh, old man, go inside, and ask your daughters to **forgive** you!

KING LEAR: I'm a poor, weak old man. Why is the weather being cruel to me, like my daughters?

[Kent enters.]

KING LEAR: Who's there?

FOOL: Ah, here's someone who is both a wise man and a fool.

KENT: Oh no, why are you here? Even bears want to stay in their caves on a night like this. There's so much wind and rain! The storm is terrible. Your majesty, there's a poor man's **hut** near here. It will shelter you from the storm. Stay there and rest, while I go to the house of your **hard-hearted** daughters.

KING LEAR: When I asked for you, they did not let me in their house, so I'll force them to allow you in. But I think I'm going mad!

[To the Fool.] How are you, my boy? I'm cold. Where's the **straw**? It's strange how I now want to have horrible things such as a bed of straw to sleep on!

[King Lear exits with Kent.]

Act III, Scene iii

[At Gloucester's castle. Gloucester enters with Edmund.]

GLOUCESTER: Oh, Edmund, I don't like the way Goneril and Regan are behaving with their father! When I asked them to help Lear, they told me not to talk about him or to look after him.

EDMUND: That's very cruel of them!

GLOUCESTER: Go to them; but do not say anything. There is some disagreement between the two Dukes, and maybe something even worse than that. I got a letter tonight …

[To himself.] No, it's too dangerous to talk about it to him.

[To Edmund.] I have locked the letter in my bedroom. Some of the French army have already arrived in England. We must help King Lear. I will go and look for him and help him. You go and talk to the Duke of Cornwall and do not tell him where I am. If he asks for me, tell him I'm ill and have gone to bed. Strange things are happening, Edmund. Please be careful.

[He exits.]

EDMUND: *[To himself.]* I'll go and tell the Duke immediately about your worries for the King, Father. I will tell him about that letter, too. Then I'll get rewarded for this, and I'll win the trust that my father loses. The younger man **rises** as the old man falls!

[He exits.]

Act III, Scene iv

[In a field in front of a hut. King Lear enters with Kent and the Fool.]

KENT: Here is a hut where we can shelter, my lord. Please, go inside. This terrible storm makes it impossible for anyone to stay outside.

KING LEAR: Oh, my cruel children! You sent me out into a terrible storm like this. Oh Regan, Goneril! Your kind old father gave you everything! But I'll go mad if I think about this. I won't think about it any more!

KENT: Please, go inside.

KING LEAR: *[To the Fool.]* You go in first, my boy.

[The Fool goes into the hut.]

Poor homeless people, you are always outside when there's a cruel storm. How can your hungry stomachs and old clothes help you when it rains? Why have I not thought about this before? Rich people should **try walking in** a poor person's **shoes**, and then the world would be a better place for us all.

[The Fool enters. He has just come out of the hut and he's very frightened.]

FOOL Don't go in there, sir. There's a mad man in that hut.

KENT: Who's in there?

FOOL: A mad man! He says his name is Poor Tom.

KENT: Who are you? Come out here.

[Edgar enters disguised as a madman called Poor Tom.]



6 Lesson 5

EDGAR: Keep away from me!

KING LEAR: Are you mad like me? Have you given everything to your two daughters?

EDGAR: Nobody gives anything to Poor Tom.

KING LEAR: Have his daughters done this to him?

[To Edgar.] Don't you have anything?

FOOL: No, he only has a blanket.

KING LEAR: Only cruel daughters could have made a man so poor. Who were you?

EDGAR: I was a servant, who was very proud.

KING LEAR: It would be better if you were dead than go around with nothing but a blanket on a night like this!

FOOL: Look, here comes a walking fire.

*[Gloucester enters carrying a **torch**.]*

KING LEAR: Who's this?

GLOUCESTER: What's your name?

EDGAR: My name is Poor Tom, and I once had six shirts to wear and a horse to ride, but now all I have is **mice** to eat.

GLOUCESTER: Has your majesty nobody to help you apart from this mad man? Why have our children grown up to be so terrible, my lord? Why do they hate their fathers?

EDGAR: Poor Tom's cold.

GLOUCESTER: Come inside with me, your majesty. I didn't want to do what your cruel daughters asked me to do. They asked me to lock the doors and leave you outside on this terrible night. I've come to find you and take you home, where there's a fire and food ready for you.

KENT: My lord, please accept this man's offer and go to the house.

KING LEAR: First, let me talk to this **philosopher**. What are you researching?

EDGAR: I am researching how to keep warm and to kill mice.

KENT: *[To Gloucester.]* Ask him again, my lord. He's beginning to go mad. He thinks the poor man is a philosopher.

[Gloucester holds his torch in front of him and looking at Edgar and Kent, but they are both disguised.]

GLOUCESTER: I'm not surprised Lear is mad. His daughters want him to die. Ah, that good man, Kent! He knew what would happen – the poor man! I'm almost mad myself. I have a son who tried to kill me. No father loved his son more than I loved him. What a night this is! Please, your majesty, come with me.

EDGAR: Tom's cold.

GLOUCESTER: Go into your hut, Tom; keep yourself warm.

KENT: This way, your majesty.

KING LEAR: *[Pointing to Edgar.]* I am going with him!

KENT: My lord, let him bring the poor man with us.

GLOUCESTER: OK. Sir, come on; come with us.

KING LEAR: Let's go then, my good philosopher.

[They exit.]



Before you start

Go back and skim the story. Discuss these questions in pairs.

- How does King Lear feel about Regan and Goneril?
- How does the Fool feel about King Lear?

Vocabulary

1 Choose the best word to complete each sentence.

1 In a storm, you often see ***lightning/a torch***.
2 A ***fool/philosopher*** is someone who studies the meaning of life.
3 They spent the night in a small ***hut/straw*** in the mountains.
4 If you ***forget/forgive*** someone, you stop being angry with them.
5 People who are ***hard-/soft-***hearted, don't care how other people feel.

2 Read King Lear's speech on page 69 again. What does the phrase '*to walk in someone's shoes,*' mean?

A To take someone's shoes without asking them.
B To experience life the way someone else does.
C To be the same as one of your parents.

Reading

3 Arrange these events in order on the timeline.

1	2	3	4	5	6

A Gloucester tells Edmund about a letter.
B They take Poor Tom with them.
C Kent tells Lear about a poor man's hut.
D Gloucester finds Lear.
E Gloucester goes to look for Lear.
F Lear meets Poor Tom.

4 Who is the speaker of each quotation? Who are they speaking to and why do they say it?

1 "Ask your daughters to forgive you!"

....

2 "We must help King Lear."

....

3 "Are you mad like me?"

....

4 "Why have our children grown up to be so terrible, my lord?"

....

5 "He's beginning to go mad."

....

5 Answer these questions.

1 Who is the 'old man' that Edmund refers to?

....

2 Is Edmund a good son to his father? Why? Why not?

....

3 Why do you think Poor Tom does not tell King Lear who he really is?

....

4 How does King Lear feel about the poor man?

....

Speaking

6 Discuss these questions in pairs.

1 In your opinion is King Lear going mad? Give your reasons.
2 What do you think happens next in the play?



REVISION

R2 Lesson 1



Before you start

- What are some of the different ways that we enjoy stories?
- What is your favourite way to enjoy a story? Why?

Reading

1 Read the text and choose the best title.

A The best new apps.

B The advantages of technology.

C New ways to enjoy stories.

2 Are these sentences *true* (T) or *false* (F)?

1 People have always been able to read and write. F

2 E-books are an example of modern technology. ☐

3 Chat stories are about reading someone else's messages. ☐

4 Chat stories can show you more than text. ☐

5 In some chat stories you can choose what happens next. ☐

6 Chat storytellers want people to stop using their phones so much. ☐

7 In the future, we could use our phones to meet characters from stories. ☐

8 New technology always makes stories more interesting. ☐

New technology often changes the way we do things. In the past, people could only tell stories by talking to each other, but this changed when stories could be written down and read. Modern technology means we can read e-books and listen to audio books, but there are always new ways to enjoy great stories.

Chat stories are short stories that you can read on your smartphone. They look like messages between the characters in the story. And when you finish reading one part of the conversation, you tap the bottom of your screen to show the next message.

Reading a chat story feels like you're reading someone's messages. Some chat stories also include photos, audio and videos, so you can see what a character looks like and the expressions on their face. And some chat stories let you make choices about what happens next.

But some storytellers want us to go further. They invite us to imagine how our phones could show the world around us like we were in a film or a video game. Through our phones, we could also meet the characters from our stories. They think that we will learn to enjoy stories in a new way because we will be at the centre of the action. However, we must remember to make the stories fun and interesting because technology can become boring when we forget to include human feelings.

Vocabulary

3 Complete these sentences with the words from the box.

innovator jokes messaging misunderstand response ruin speed up tone

1 Hisham spends hours .... his friends on his phone and reading their replies.

2 If you walk home in the rain, it will .... your new shoes.

3 I don't think my message was clear. I hope Manal doesn't .... it.

4 We really thought you would laugh. This wasn't the .... we were expecting.

5 We need a(n) .... who can change things with new ideas.

6 He sounded angry and the .... of his voice was not friendly.

7 We need to .... and finish this job quickly.

8 My brother makes me laugh a lot. His .... are very funny.

Before you start

Look at the photos. What are the people doing?

- What are the advantages and disadvantages of these different ways to spend time with friends?
- How do you like to spend time with friends? Why?

Listening

1.34 **1 Listen to Yasser's story. What is he unhappy about?**

A someone taking a photo
B losing a friend
C an argument with his sister

1.35 **2 Look at the actions below. Listen again and put the actions, A–F, in the correct order, 1–6.**

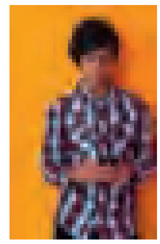
A Hany posts a picture online. ☐
B Gamal falls into a swimming pool. ☐
C Yasser is making jokes with Fady. ☐
D Gamal sees the jokes. ☐
E Hany's cousin asks him to take a photo. ☐
F Hany forgets about his agreement. ☐

Language

3 Choose the correct modal verbs.

1. Hany's cousin **could / couldn't** have fallen into the swimming pool.
2. Hany **should / shouldn't** have posted the picture.
3. Hany **could / should** have remembered his agreement.
4. Yasser **couldn't / shouldn't** have made jokes with Fady.
5. Gamal **could / should** have been hurt when he fell.
6. One day, Gamal **could / couldn't** forgive Yasser.



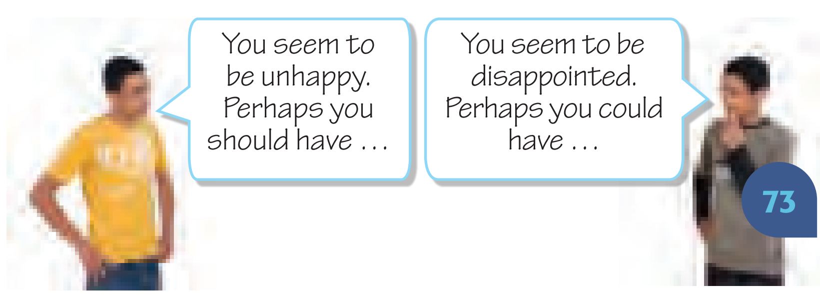
4 Complete the sentences.

1. If Hany's cousin hadn't fallen, Gamal wouldn't .... stopped him.
2. If Gamal .... stopped Hany's cousin, he wouldn't have fallen in the pool.
3. If Gamal hadn't .... in the pool, he wouldn't have asked Hany not to show anyone the picture.
4. If Hany hadn't forgotten his agreement with Gamal, he .... have posted the picture.
5. If Hany .... posted the picture, Yasser and Fady wouldn't have made jokes about it.
6. If Yasser and Fady hadn't .... jokes about the picture, Gamal wouldn't have been angry.

Speaking

5 Work in pairs. Match the situations to the opinions and complete them.

1. My brother was supposed to help me yesterday, but he was too busy chatting with his friends online.
2. I didn't mean to hurt my friend's feelings, but I made a joke online and now we're not speaking to each other.



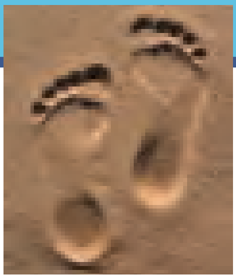
R2 Lesson 3

Before you start

Look at the photos and discuss the questions.

- How old do you think the footprints are?
- What can footprints tell us?

A



B



Reading

1 Read the article. What is a digital footprint?

A Security software
B Online information
C A social media site

2 Read the article again and answer the questions.

1. What do you know about the people who made footprints 20,000 years ago?
2. Why do we need to be careful about making comments on videos online?
3. What does Taha El-Sayed advise people to search for online?
4. When do we need to close social media accounts?
5. According to Taha El-Sayed, when do young people forget about security?

Speaking

3 Discuss these questions in pairs.

1. Do you worry about the information you leave online? Why/Why not?
2. Who do you share information with online? When? Why?
3. How do the people you know behave online?
4. How can you remove things that you don't like on social media?

Writing

4 Use the internet to search for information about a person you admire. Create a fact file about their life and what they do. How many new things can you find?

Digital footprints

Scientists have discovered human footprints in Australia that are 20,000 years old. There are footprints of a family with a small child, and five men who ran as fast as Olympic athletes. Footprints can tell us a lot about what people did, and they can last for a long time.

The phrase 'digital footprint' describes all the information that we leave behind when we use the internet. It includes things like our social media profiles, posts and the photos we upload, as well as the groups that we've joined and posts from other people that we've shared.

Our search history is also part of our digital footprint. Emails can remain online for years, and the comments that we make on videos can be seen by anyone.

Taha El-Sayed is an expert in internet security. He advises people to do an internet search for their own names to see what other people can find. Then we're supposed to remove anything that we don't like, and we're encouraged to close any social media accounts that we don't use anymore.

He says that we have to be careful with our behaviour and try to be positive online. When asked about advice for young people, he said, "Think about how other people could react to your photos, videos or comments. Control who can see your posts and keep photos and information private in social media."

He also warned young people not to share addresses, phone numbers or the name of their school with anyone online. He said, "Most young people don't mean to give away too much information, but they often forget about security when they meet new friends or join a group online."

Before you start

Work in pairs. Discuss the questions.

- Which famous people do you admire? Why?
- Do you and your partner admire the same people? Why
- What is the difference between a celebrity and a role model?

Reading

1 **Read the fact file about Roger Federer and put the information A–F into the correct place.**

A Won 8 Wimbledon Singles, 6 Australian Opens and 5 US Open titles
B Collected tennis balls from 1993-94 at hometown tournaments in Basel
C Began playing tennis at age 8
D Founded the Roger Federer Foundation in 2003 to improve education in southern Africa
E Won Sportsman of the Year Award 5 times
F Was world number one for 310 weeks

Fact File



Roger Federer

Swiss professional tennis player

1 Early life
Born on 8 August 1981 in Basel, Switzerland
....
....

2 Career
Turned professional in 1998
....
....
....

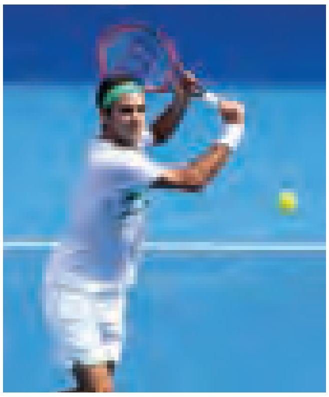
3 Achievements
Has won 20 Grand Slam singles titles (the most in the history of men's tennis)
....
....
....
....
....

Writing

2 **Use the information in the fact file to complete the paragraph on Roger Federer's biography.**

In 1981, Roger Federer was born in (1) ...., Switzerland. He began (2) .... when he was 8 years old. For two years in 1993 and 1994, he helped at (3) .... in Basel, and collected (4) ....

In 1998, Roger Federer became a professional tennis player.



Speaking

3 **You are going to write about a role model. Discuss who you are going to write about and why you have chosen them. Do you think that your partner has made a good choice? Why/Why not?**

4 **Research a famous person who is a role model and write a short biography of them in about 180 words.**

R2 King Lear: Acts 2–3

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Nurses need to have a lot of .... so they can be kind to people.
a anger **b** beauty **c** patience **d** power

2 I think I will .... mad if I need to do this again.
a talk **b** send **c** come **d** go

3 A .... is a small building with only one room.
a castle **b** palace **c** hut **d** boat

4 I .... to Eman because I was late meeting her at the café.
a told **b** apologised **c** persuaded **d** said

5 My father wanted to stay at home, but then he .... his mind and came with us.
a made **b** put **c** got **d** changed

6 I lost my key, so I was locked .... of our house until my mum came home.
a out **b** under **c** into **d** off

7 I had to walk because there was no .... for me in the car.
a room **b** chair **c** time **d** move

8 We'll order food when Hisham .... here.
a goes **b** finds **c** gets **d** sends

9 It was dark, so we used a .... to see where we were going.
a cart **b** mouse **c** torch **d** sword

10 The ferry will arrive at the .... at half past seven.
a park **b** port **c** field **d** road

11 Please don't turn your .... on me.
a side **b** head **c** front **d** back

12 We had to .... in a shop when it started to rain.
a cover **b** shelter **c** find **d** exit

Reading

2 Match the people (a–h) with the sentences (1–8).

a Cordelia	**1** .... is living in France now.
b Edgar	**2** .... lies to his father about his brother.
c Edmund	**3** .... comes to her sister's home.
d The Fool	**4** .... wants her father to leave with her sister.
e Goneril	**5** .... tries to make the king happier with jokes.
f Kent	**6** .... finds somewhere for the king to stay in the storm.
g King Lear	**7** .... says his name is Poor Tom.
h Regan	**8** .... agrees to go into the hut with Poor Tom.

3 Answer the questions.

1 Why does Edmund pretend to fight his brother, Edgar?
  a to protect his father **b** to make Edgar look bad
2 What will happen to anyone who helps Edgar to hide?
  a He/She will get a reward. **b** He/She will be arrested.
3 Who put Kent in the stocks?
  a Goneril and Albany **b** Regan and Cornwall
4 Why won't Goneril apologise to King Lear?
  a She doesn't think she's done anything wrong. **b** She wants to make King Lear angry.
5 Why does Cornwall want to go inside?
  a He can see a storm coming. **b** He feels cold and tired.
6 What has the King of France sent to England?
  a his wife **b** an army
7 Where has Gloucester put the letter he received?
  a in his dining room **b** in his bedroom
8 Why does King Lear say that he is poor?
  a Because his daughters have been cruel. **b** Because he is cold and hungry.
9 Who says that Poor Tom is a philosopher?
  a Gloucester **b** King Lear

4 Read the quotations and answer the questions.

1
He has no money, so he has fewer people to help him. But I'll be faithful to him; the Fool will always stay, and let the wise men run away.

a Who is the Fool talking about? ....
b Why will the Fool stay with him? ....

2
He's fighting with the wind and the rain. This terrible night would make a bear hide in a cave, but the king is running around outside without even a hat.

a Why is King Lear outside in a storm? ....
b How does King Lear feel about his daughters? ....

3
I'm not surprised Lear is mad. His daughters want him to die. Ah, that good man, Kent! He knew what would happen – the poor man!

a Who are the two people that Gloucester is talking to? ....
b Who does Gloucester think he's talking to? ....

Writing

5 Imagine that you are Edgar. Write a diary entry about the night of the storm. Include what happened, how you felt about it and what might happen next.

Language Review

UNIT 1 *must / have to*

must

Uses of *must* + infinitive

- for strong recommendation:
  *You **must visit** the White Desert when you're in Farafra. It's amazing!*
- For rules and obligations that come from the speaker:
  *I **must eat** healthy food if I'm going to be an athlete.*

Uses of *mustn't* + infinitive

- for strong negative advice:
  *You **mustn't miss** this opportunity to see Paris!*
- for prohibitions when rules and laws mean that something is not allowed.
  *You **mustn't talk** in the library.*

have to

Uses of *have to* + infinitve

- to say something is important:
  *You **have to exercise** if you want to be healthy.*
- for rules and obligations that don't come from the speaker:
  *You **have to buy** a ticket to travel on the train.*

Use of *don't have to* + infinitive

- to say that there is no obligation. You can do something if you want, but it is OK if you don't:
  *You **don't have to play** football with them.*
  Use *had to* to express necessity in the past:
  *The manager **had to travel** to London to attend an important conference.*
  Use *didn't have to* to express lack of necessity in the past:
  *I **didn't have to wash** my father's car; my brother had already washed it.*

UNIT 2 Comparative and superlative adjectives

Comparative adjectives

Uses of comparative adjectives

- to make comparisons: *We need a **bigger** house.*
- to compare two things: *My brother is **older** than me.*
- to describe how something changes:
  *She is growing **taller**.*

NOTE:
We use a *lot*, *much*, *far* or *a little* before the comparative adjective to say that there's a big or a small difference between the two things:
*The Giza pyramids are **far older** than the Cairo Citadel.*
*Those cakes are **a little cheaper** than these ones.*
*Nessma is **much more sensible** than she used to be.*

Superlative adjectives

Uses of superlative adjectives

- to compare three or more things: *I like all your books, but this one is the **best**.*
- to describe extremes: *Mount Everest is the **highest** mountain on earth.*
- With short adjectives (1 syllable), we usually add *-er* to make comparatives and *-est* to make superlatives.

Adjective	Comparative	Superlative
long	long***er***	long***est***

- When an adjective ends in *-e*, we add *-r* to make comparatives and *-st* to make superlatives.

nice	nic***er***	nic***est***

- When an adjective ends in a vowel and a consonant, we double the consonant.

big	bi***gg***er	bi***gg***est

- When an adjective ends in a consonant and *-y*, we replace it with *-ier* in comparatives and *-iest* in superlatives.

happy	happ***ier***	happ***iest***

- With long adjectives (two or more syllables), we usually add *more* for comparatives and *most* for superlatives.

expensive	***more*** expensive	***most*** expensive

- Some adjectives have irregular comparatives and superlatives.

good	***better***	***best***
bad	***worse***	***worst***
far	***farther/furthest***	***farthest/furthest***

UNIT 3 Future forms for prediction

will + infinitive

Statements and negative statements

I/You/He/She/We/They	**will/'ll protect** *the environment.*
	will not/won't pollute *the river.*

Wh- questions

When	**will**	I/You/He/She/We/They	**arrive**?

Yes/No questions and short answers

Will	he	**be late?**

Yes, he **will**.	No, he **won't**.

Language Review

Uses of *will* + infinitive

- for predictions with no evidence: *I think everything **will** be OK.*
- for future facts: *She **will go** to university next year.*
- for quick decisions: *The room is hot. **I'll open** a window.*
- for promises: *I promise I **won't forget** to call Grandma.*

be + *going to* + infinitive

Statements and negative statements

I	**am ('m)/am not ('m not) going to help** *to prepare dinner tonight.*
You/We/They	**are ('re)/are not (aren't) going to work** *hard this term.*
He/She	**is ('s)/is not (isn't) going to spend** *the weekend in the country.*

***Wh-* questions**

	am	I	
What	**are**	you/we/they	**going to do** tomorrow?
	is	he/she	

Uses of *be* + *going to* + infinitive

- for plans, intentions and decisions: *I've decided that I'**m going to buy** a new phone next month.*
- for warnings and preditions with evidence: *It's really dark and cloudy. I think it'**s going to rain**.*

will + *be* + *-ing* (future continuous)

Statements and negative statements

I/You/He/She/We/They	**will be growing** *new crops in the future.*
	won't be planting *crops which need a lot of water.*

***Wh-* questions**

When	**will**	he	**be**	**arriving** at the hotel?

Yes/No questions and short answers

Will	Huda	**be**	**travelling** with you?

Yes, she **will**.	No, she **won't**.

Uses of *will* + *be* + *-ing*

- to talk about actions that will be happening at a specific time in the future:
  *I'll be free until six o'clock. After that, I'**ll be doing** my homework.*
- to talk about actions that will only happen for a short time in the future:
  *Fares **will be working** in Paris next month.*
- to talk about an activity that will start before another activity in the future:
  *We'**ll be sitting** on the beach and your mum will love it.*

UNIT 4 Reporting verbs with infinitive clauses, *could / should have* + past participle

Reporting verbs with infinitive clauses

- Some reporting verbs are followed by the indirect object and the infinitive + *to*.

Verbs used to report orders include: *tell*, *order*, and *instruct*.

NOTE:
The indirect object is the person who is spoken to.
*She asked **Sami** to close the door.*

Direct order	Reported order
Stop talking!	*Mrs Badr **told** the class **to stop** talking.*
Don't play till your heart is better.	*The doctor **ordered** the athlete **not to play** till his heart was better.*

Verbs used to report requests include: *ask*, *invite*, and *remind*.

Direct request	Reported request
Please write your names on the list.	*Professor El Shazly **asked** us **to write** our names on the list.*
You must use formal language in official emails.	*My brother **reminded** me **to use** formal language in writing official emails.*

Verbs used to report positive advice include: *advise* and *encourage*.

*Shorouk **advised me to eat** at the new restaurant.*

*My uncle **encouraged me to do** more sport.*

Verbs used to report negative advice include: *warn*.

*My father **warned me not to drive** quickly on crowded roads.*

*The doctor **warned my father not to smoke** any more.*

Direct advice	Reported advice
I think you should study maths.	*Dad **advised** him **to study** maths.*
You should visit your grandmother.	*Mum **encouraged** her **to visit** her grandmother.*
Don't go to that restaurant.	*Ali **warned** us **not to go** to that restaurant.*

NOTE:
Reporting verbs are: instruct, order, ask, remind, advise, encourage, warn, etc.

could / should have + past participle

Uses of *could have* + past participle

- to say that something was possible in the past:
  *He **could have bought** these eggs when he went out this morning.*
- to say that someone had the ability to do something that they didn't do:
  *She **could have bought** a new phone, but she didn't.*

Use of *couldn't have* + past participle

- to say that something wasn't possible in the past:
  *You **couldn't have seen** Dina today, because she's in Germany at the moment.*

Language Review

Uses of *should have* + past participle

- to talk about a past action that was a better choice but didn't happen:
  *You **should have asked** Magda for help with your homework.*
- to talk about regrets:
  *I **should have worked** harder at school.*

Use of *shouldn't have* + past participle

- to say that something in the past wasn't a good idea but the person did it anyway:
  *Aya **shouldn't have gone** to sleep so late last night.*

UNIT 5 *seem to, (be) meant to, (be) supposed to*

Use of *seem to* + infinitive

- to talk about how something or someone appears to be when we cannot be completely sure:
  *She hasn't said anything, but Grandma **seems to be** having fun.*

Uses of *(be) meant to* + infinitive

- to talk about what the purpose or truth of something should be:
  *They **were meant to arrive** by now.*
  *It **was meant to be** a chocolate cake, but I dropped it.*

Uses of *(be) supposed to* + infinitive

- to talk about obligations:
  *I'm **supposed to** look after my brother on Friday night.*
- to talk about arrangements:
  *I'm **supposed to** cook dinner on Monday evenings.*
- to talk about expectations:
  *It **was supposed to rain** this morning.*
- to talk about our beliefs about something:
  *It **is supposed to be** the best phone that you can buy.*

UNIT 6 Zero, first, second and third conditionals

Zero conditional

Statements and negative statements

If/When	**present**	**present**
If/When	*I **feel** bored,*	*I **read** a book.*
If/When	*I **feel** unhappy,*	*I **don't smile**.*

present	***if/when***	**present**
*I **feel** bored*	***if/when***	*I **read** a book.*
*I **don't smile***	***if/when***	*I **feel** unhappy.*

Wh- questions

What	***do** you **do***	***if/when** you **feel** tired?*

Use of the zero conditional

- to describe facts and actions which are usually true. In these sentences, *if* = *when*:
  ***If** ice **gets** hot, it **melts**. = **When** ice **gets** hot, it **melts**.*

First conditional

Statements and negative statements

If	**present**	***will + infinitive***
If	*you **work** hard,*	*you **will** succeed.*
If	*you **don't work** hard,*	*you **will not (won't)** succeed.*

will **+ infinitive**	***if***	**present**
*You **will** succeed*	***if***	*you **work** hard.*
*You **will not (won't)** succeed*	***if***	*you **don't work** hard.*

Wh- questions

What	***will** you **do***	***if** you **don't pass** the exam?*

Use of the first conditional

- to talk about things that we think are possible or probable in the future:
  ***If** you **go** to London, you **will see** red buses.*

Language Review

Second conditional

Statements and negative statements

If	past simple	*would* + infinitive
If	*she **was/were** taller,*	*she **would be** in the team.*
If	*you **didn't practise**,*	*you **would not (wouldn't) play** the piano so well.*

would + infinitive	*if*	past simple
*She **would be** in the team*	*if*	*she **was/were** taller.*
*You **would not (wouldn't) play** the piano so well*	*if*	*you **didn't practise**.*

Wh- questions

What	***will** you **do***	***if** you **don't pass** the exam?*

Use of the second conditional

- to talk about things in the present or future that are impossible or unlikely to happen:
  ***If** he **was** / **were** very rich, he **would buy** an aeroplane.*
  ***If I went** into space, I **would enjoy** looking at the Earth.*

Third conditional

Statements and negative statements

If	past perfect	*would have* + past participle
If	*Hanan **had been** at school yesterday,*	*she**'d have met** the new teacher.*
If	*my brother **hadn't walked** so slowly,*	*he **wouldn't have missed** the bus.*

would have + past participle	*if*	past perfect
*Hanna **would have met** the new teacher*	*if*	*she **had been** at school yesterday.*
*My brother **wouldn't have missed** the bus*	*if*	*he **hadn't walked** so slowly.*

Wh- questions

What	***would** you **have done***	***if** you**'d been** late for the exam?*

Use of the third conditional

- to talk about a different past, in which something did or did not happen, and we imagine a different result:
  If he ***had been*** careful, he ***wouldn't have*** made these mistakes.
  (He ***wasn't*** careful, so he ***made*** these mistakes.)

New Hello!

Year 2

Term 1

Workbook

Paul Ashe and Matthew Hancock

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UNIT 1

Lesson 1

Staying healthy



Vocabulary

1 **Many nouns end in *-ion* or *-ance*. Look at the example:**

The students are going to perform a play and the performance will be on Thursday.

Find the noun or verb of these words. You can use a dictionary.

verb	noun
1 act	action
2 infect	....
3	operation
4 allow	....
5 guide	....
6	performance

Reading

2 **Read and order the sentences about performing CPR.**

a ☐ Press down on the person's chest five to six centimetres.
b [1] Check that the person is lying on their back.
c ☐ Do this 100 to 120 times a minute until the person starts breathing again.
d ☐ Keep your hands on their chest and allow it to rise up again.
e ☐ Place your hand on the centre of the person's chest.
f ☐ Put your other hand on top of the first hand and lock your fingers together.

3 **Read the advice again. Circle *True* or *False* and correct the false sentences.**

1 It is important for the person to be on their back before you do CPR. (True) / False
....
2 You should then put your hand to the right of the person's chest. True / False
....
3 When you put one hand on top of the other hand, the fingers of both hands should not touch each other. True / False
....
4 You must press down on the person's chest five to six times. True / False
....
5 Wait for the person's chest to go up before you press again. True / False
....
6 Press the person's chest about two times a second until the person starts breathing again. True / False
....

Writing

4 **Why is it important to perform first aid when other people need help? Write an essay of about 180 words explaining your reasons. You can use your notes from the Student's Book.**

....
....
....
....
....

Listening

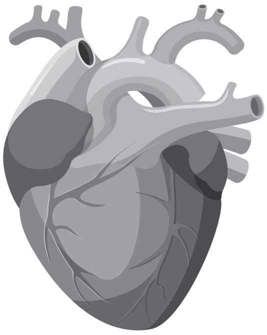


1.5 **1 Listen to more of the report about healthy hearts. What two things do we have to remember to have a healthy heart?**

1.6 **2 Listen again and answer the questions.**

1. How many litres of blood does the heart pump every hour? *380 litres*
2. Which of the body's muscles does most work? ....
3. How much exercise do we all have to do every day if we can? ....
4. Why is it a good idea to play games outside as a family? ....
5. What does a child have to do before they take up a new sport? ....
6. What do children have to look at before they buy food? Why? ....

Language



3 Circle the correct words.

1. You ***must/don't have to*** get your heart checked before the tournament.
2. You ***mustn't/don't have to*** eat things with a lot of salt or fat in them.
3. You ***don't have to/mustn't*** pay to go in this hospital. It is free to enter.
4. Leila ***must/mustn't*** work hard if she wants to pass her exams.
5. You ***mustn't/must*** forget to bring a coat to the mountains. It will be cold!
6. You ***have to/don't have to*** buy a ticket before you get on the train.

4 Complete the sentence using the words in the box.

~~must~~ have to mustn't don't have to had to didn't have to have to mustn't

1. You *must* check the area around an injured person first to make sure it isn't dangerous.
2. What technology does a specialised heart centre .... use?
3. You .... do CPR unless the person is lying on his/her back on a flat surface such as the floor.
4. Believing it wasn't necessary, in the past football clubs .... check players' hearts.
5. You .... worry; your father is better now.
6. Young athletes .... miss the chance to learn about the importance of heart examination to stay fit and healthy.
7. You.............. have a valid passport to travel abroad.
8. The tennis player.............. be taken to hospital because he had a bad injury.

5 Read and complete using *had to / didn't have to.*

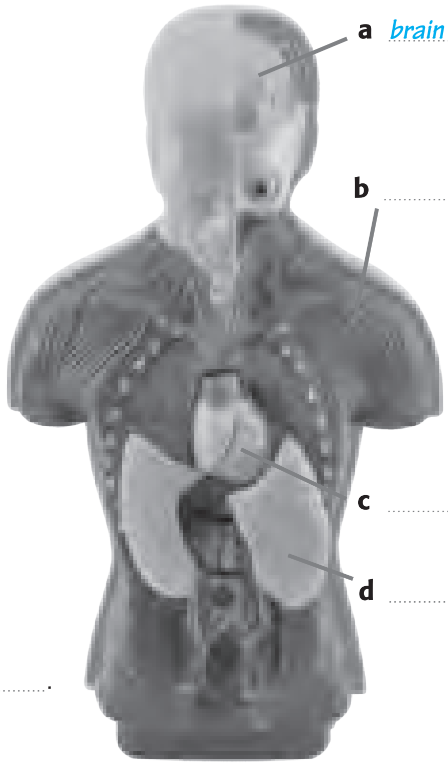
Yesterday there was a terrible accident in our street. We ❶ *had to* try doing first aid, but the injured man was still in pain. He was breathing, so we ❷ .... do CPR. We ❸ .... call the ambulance. The man was carried to hospital. He got better and he ❹ .... spend the night there.

1 Lesson 3

Vocabulary

1 **Label the body with these words. Can you add any more words?**

~~brain~~ heart lungs muscles



2 **Complete the sentences with the correct word.**

boost cell immune system organ ~~virus~~

1 A *virus* ………… can make lots of people very ill.
2 The skin is the body's largest …………….
3 The advertisement will really ………… the number of toys the shops sell.
4 You can see a ………… of an onion using a simple microscope.
5 A good diet can help to support your …………….

Language

3 **Match the two parts of the sentences to make complete sentences.**

1 We can boost our immune system by
2 We don't have to run 50 kilometres every day, but
3 We must also make sure that
4 We must do things
5 Washing our hands will help us to avoid
6 We must also do things like

a covering our mouths when we cough.
b like washing our hands regularly.
c we have to be as active as possible.
d getting a virus or an infection in the first place.
e eating a lot of fruit and vegetables.
f we get enough sleep.

Writing

4 **Write a report of what you have learnt about the immune system. Think about the following ideas and write about 180 words.**

- What must and mustn't you eat?
- What should you do to stay healthy?

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………

Vocabulary

1 Match to make collocations.

1 *d* become
2 ☐ do
3 ☐ make
4 ☐ stay
5 ☐ think
6 ☐ want to

a calm
b help people
c fast
d an expert
e first aid
f a mistake

REMEMBER!

Always check your work for mistakes in spelling, grammar and punctuation.

Reading

2 Read an email to a health website and answer the questions.

1 Why don't the cousins understand much about the importance of health and keeping clean?
Because they are young children.

2 What things do Shady's cousins do that make him worried?
....

3 What do you think he can do to persuade his cousins to keep safe?
....

4 Why is Shady worried about his cousins by the end of his email?
....

5 Do you think Shady really needs to worry? Why?
....

To: Healthtoday@mail.com
From: Shady@mail.com

Dear Health Today,

My cousins, Imad and Munir, are visiting me again for a few days, and it's always a pleasure to see them. Unfortunately, because they are both less than seven years old, they sometimes forget how important it is to keep clean and stay healthy. At the moment, many people in my area have the flu and so these things are even more important than usual. What can I do to persuade my cousins to change how they behave?

They often come very close to show me things, like photos they have taken on their phones or something funny that they have found. And when they cough, they do not cover their mouths. They don't seem to understand why it is so important and it worries me a lot.

I'm also worried when I see them come inside because I don't think that they always wash their hands after they have been playing outside, touching things and getting dirty. They will clean their hands when I ask them, but I always have to remind them to do it.

I have heard that young children don't usually get very sick from flu and so they don't give the flu to older people, but I don't know if that is true. Do you think that I am right to worry?



I look forward to hearing from you.

Yours,
Shady

Writing

3 Write an email from *Health Today* to Shady. Write about 180 words to persuade Shady to teach the children what is best to do to stay healthy.

- Use some of the following expressions:

I really think you should …
I'm sure you/they would …
You never know when …
You would want other people to … right?

....
....
....
....
....

REMEMBER!

In a persuasive essay, you try to persuade or convince the reader of your point of view.

Do appropriate research on the topic to get enough information.

Provide enough reasons or evidence to support your point of view.

1 Story

King Lear



Act I, Scene i

1 Match the words and the definitions.

1 (e) sword
2 ( ) divide
3 ( ) duty
4 ( ) foolish
5 ( ) kingdom
6 ( ) riches
7 ( ) beauty
8 ( ) title

a a lot of money or things
b a country that has a king or queen
c the official name of a job
d separate something into two or more parts
e a long, sharp knife
f not sensible or clever
g something that looks nice or attractive has this
h something you do because it is right or part of your job

2 Put the events in the correct order.

a ( ) Cordelia says it is her duty to love her father.
b ( ) King Lear shows people a map of his kingdom.
c ( ) Regan tells Lear how happy he makes her.
d ( ) King Lear tells Kent to leave the kingdom.
e ( ) France says he will marry Cordelia.
f ( ) Goneril says how much she loves her father.
g (1) Kent meets Gloucester's son, Edmund.
h ( ) King Lear gives all his kingdom to Regan and Goneril.

3 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 The King of France and the Duke of Burgundy both want to marry Cordelia. (T)
....

2 Gloucester's son Edmund is older than Edgar. ( )
....

3 Cordelia tells her father that she does not love him. ( )
....

4 King Lear decides to give all his power and riches to Goneril and Regan. ( )
....

5 Kent tells Lear that he is doing a good thing. ( )
....

6 The Duke of Burgundy does not want to marry Cordelia without some land too. ( )
....

7 King Lear advises the King of France to marry Cordelia. ( )
....

8 Cordelia knows she has done something wrong to her father. ( )
....

4 Read again. Who has or will have the following?

Cordelia   King of France   ~~Gloucester~~
Goneril   King Lear   Regan



1 a son he is proud of *Gloucester* ....
2 three daughters and a title ....
3 green forests and beautiful countryside ....
4 a half of her father's kingdom with Goneril ....
5 a new wife ....
6 nothing from her father ....

5 Match to make collocations.

1 ask
2 divide
3 give
4 make
5 pleased

a an answer to a question
b someone happy
c something into two
d to meet someone
e someone to marry you



6 Read the quotations and answer the questions.

1 *"No child can love a father more than I love you."*
Why do you think Goneril says this?
....

2 *"You've got five days to leave my kingdom, or you'll be killed!"*
Who does Lear say this to and why?
....

3 *"Understand that I show my love in my actions, not my words."*
Who says this and why?
....

4 *"You are richer for being poor and I love you more now that you are hated!"*
Why does the King of France say this?
....

7 Imagine that you are Kent. Write a diary entry about the events of the day and what King Lear said to you. Write about 180 words.

....

UNIT 2

Lesson 1

Eating around the world



Vocabulary

1 **Read the definitions and write the words. There is one extra word you don't need.**

amount get together ~~occasion~~ out prepare serve traditional

1 a time when something happens *occasion*
2 make something ready for use ....
3 give someone food or drinks as part of a meal ....
4 meet with other people ....
5 a way of doing something that has existed for a long time ....
6 how much of something there is ....

Reading

2 **Complete the article about *New Year's Day* with the words in Exercise 1.**

As one year changes to the next, many countries around the world choose to celebrate the start of the New Year with special food. However, different countries eat very different things to enjoy the 1 *occasion*.

In Mexico, for example, many people eat 2 .... at the many restaurants around the country on New Year's Day. The most popular dish is always tamales, which is made from meat, cheese and vegetables that are cooked inside banana leaves.

However, when the New Year arrives in Japan, people make special little cakes from sweet rice. Then they 3 .... with their family and friends to eat them and celebrate.



In Spain, it is 4 .... to eat twelve grapes to welcome the New Year. The Spanish people eat this particular 5 .... of grapes late at night, when the clock reaches midnight, or twelve o'clock, and they have one grape for each hour of the clock.

In Poland, people start to 6 .... a fish called '*herring*' at least five days before they eat it. They put the fish in a jar with water, onions and sugar and then they wait for the big day.

Finally, in Greenland, it is traditional for the men to 7 .... a special meal of whale for women to enjoy. It takes months for the meat to become ready to eat and people say the smell is very strong.

3 **Read the article again and answer the questions.**

1 Which dish is prepared in banana leaves? *tamales*
2 What do they make the special cakes from in Japan? ....
3 Why do they eat 12 grapes in Spain? ....
4 What do they do in Poland before they eat a herring? ....

Writing

4 **Find out about an event in another country. Write an essay of about 180 words on the idea behind the event, when it takes place, special food and any other facts.**

Vocabulary

1 Look at the adjectives. Put them into the correct list in the table.

expensive rare ~~salty~~ popular spicy sweet

describes taste	describes food
salty	....
....	....
....	....

2 Answer the questions.

1 Can you name a type of food that is spicy?
....
2 Which types of food are salty?
....
3 Which types of food are sweet?
....
4 Can you name a food that is rare?
....
5 What are the two most popular meals in Egypt? ....

Listening

1.11 **3 Listen and answer the questions about food in the UK.**

1 Is food in the UK better or worse than it used to be?
It is better. ....
2 Which is probably the most popular dish?
....
3 Is this dish more expensive than other takeaway food?
....
4 Why do many people in the UK like Indian restaurants?
....
5 Which is one of the most traditional dishes in the UK?
....
6 Why do the British buy a lot of ice-cream in the summer?
....



Language

4 Complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

1 Mexican food is usually *spicier than* .... (spicy) French food.
2 The curry was too hot, it was .... (spicy) thing I've ever eaten!
3 People in the countryside often cook food that's .... (traditional) the food people eat in cities.
4 In my opinion, fish tastes .... (a lot, good) oysters.
5 American cookies are .... (sweet) Japanese mochi.
6 Meals with meat are usually .... (expensive) meals in restaurants.
7 That meal was too salty, it was .... (bad) meal I've had at that restaurant!

Writing

5 Compare two popular dishes in Egypt and write a description of them.

2 Lesson 3

Language

1 Complete the text with the words in the box.

difficult options past personal remember repeat ~~simple~~ two

When you write a questionnaire, the type of questions you use is important. The questions should use ❶ *simple*.................. language and shouldn't be ❷ .... to understand. You don't need to ❸ .... the question. Don't give too many ❹ .... as this will confuse people. And never ask ❺ .... questions. People generally won't want to answer these. Ask one thing at a time. Make sure you don't have ❻ .... questions in one, for example, 'Do you go abroad often with your friends.' And don't ask about things which happened a long time in the ❼ .... It can be difficult for people to ❽ .... When you are ready, decide on the best time to ask your questions – before people start to forget!

2 Look at these pairs of questions for a questionnaire and tick the more suitable one.

1 **a** What is your favourite snack? ☑
  b Could you perhaps tell me what your favourite snack is? ☐
2 **a** Many people in your class like sweet things, right? ☐
  b Is it true that almost all the people in your class like sweet things? ☐
3 **a** Exactly how much money do you spend on snacks a day? ☐
  b Do you spend a lot or a little on snacks each day? ☐
4 **a** Do you prefer salty things or spicy things? ☐
  b Do you like salty things and spicy things and why? ☐
5 **a** Do you like the same snacks now as you did when you were little? ☐
  b What snacks did you eat when you were five? ☐



3 Now match the questions in Exercise 2 to the correct answers.

a (*3*) I don't spend anything on school days, but I spend a little at the weekends.
b ( ) I love nuts, but I probably prefer spicy things. I like the taste!
c ( ) I really like nuts. They're salty and delicious.
d ( ) I probably ate more sweets then, but I think I'm healthier now.
e ( ) Yes, I think so. We all like chocolate!

Writing

4 Write five questions for a questionnaire about the food people eat and how healthy it is. Then ask your questions to a partner and write their answers.

- Remember to use simple language.
- Think carefully about the questions. What information do you need to find out?
- Do not ask personal questions or questions that are difficult to answer.
- Do not have too many options.
- Ask one question at a time.

Reading



1 Put the conversation in the correct order.

a ◯ **Adam:** Let's start with the UK. **It is thought that** the British have the most unhealthy traditional breakfast. They have fried eggs, beans, toast and fried meat.

b (1) **Adam:** **As you probably know**, people eat very different things for breakfast around the world.

c ◯ **Shady:** That sounds nice, but **for me**, I'm happy with my usual breakfast of bread, cheese and an egg! One piece of bread would be too little.

d ◯ **Adam:** **I understand that** the French have a much smaller breakfast: just a croissant or piece of bread.

e ◯ **Shady:** Yes, they do. **In my opinion**, breakfast is the best meal of the day. What do people eat in other countries?

f ◯ **Shady:** **Personally**, I wouldn't want to eat such a big meal in the morning. What about the French?

Language

2 Choose the correct words and then complete the sentences with the correct form of the adjectives in brackets.

1 ***As/While*** you probably know, Cairo is *the biggest* (big) city in Egypt and one of the .... (large) cities in Africa.

2 ***Personal/Personally***, I hate travelling by bus. Trains are much .... (comfortable)

3 It is ***believing/believed*** that Wellington in New Zealand is .... (windy) city in the world.

4 ***For/From*** me, the beaches on the Red Sea are .... (good) in Egypt.

5 It is ***thought/thinking*** that the weather will get .... (hot) in most countries because of climate change.

6 I ***understand/belief*** that the hotel on the beach will be made much .... (large) next year.

7 In my ***thought/opinion***, April is .... (nice) month of the year.

3 Complete these sentences with one of the expressions that introduce a general belief from Exercise 1. Sometimes more than one answer is possible.

1 *It is thought that* people who smoke are less healthy and more likely to become ill when they are older.

2 .... it is not a good idea to eat a very large meal before you go to bed.

3 .... British people like to have milk with their tea.

4 .... it is better for you if you don't eat too much red meat.

Writing



4 Use your notes from your Student's Book, Exercise 4 to write about mealtimes and families eating together in your country, Include:

- the two general beliefs
- your opinion of each one

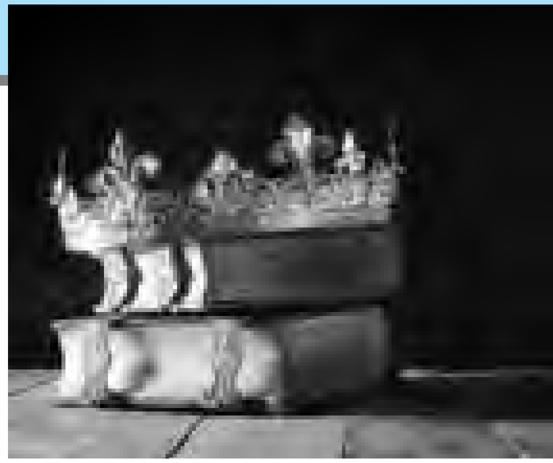
2 Story

King Lear

Act I, Scenes i–ii

1 Complete the sentences with the correct form of these words.

anger deceive exit lie income ~~inheritance~~ loyalty succeed trust truth



1 Mr Ahmed did not buy his house. It was an *inheritance* from his parents.
2 My younger brother always tells the .... He never ....
3 It is natural to feel .... sometimes, but it is important to learn to control it.
4 We really wanted to climb the mountain, and we all felt very happy when we .... !
5 The man in the market says that all his watches are new, but I don't .... him. I think they are all quite old.

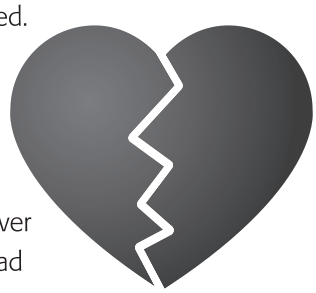


6 Do you think that .... is the most important quality that a best friend can show you?
7 My grandmother had a small .... as a cleaner, but she never had very much money.
8 This email asking for money says it is from the bank, but I think it is trying to .... us.
9 You can go into the building one way and .... through a different door.

2 Match to make sentences.

1 Cordelia's heart
2 Cordelia hopes that her sisters will take
3 Regan thinks that Cordelia got
4 Goneril was surprised when Lear decided to send
5 Goneril and Regan say they must prepare for problems with Lear's ill

a Cordelia away.
b health and old age.
c was broken when she had to leave her sisters.
d what she deserved because she failed to do what her father asked.
e care of her father.



3 Match the people with how they are described, or how they describe themselves.

1 ☐ Kent
2 ☐ Edgar
3 ☐ Edmund
4 ☐ Lear

a strong, kind and clever
b angry and a little mad
c an honest man
d cruel

4 **Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.**



1 Cordelia has to leave her family in England. [T]
2 Regan and Goneril don't think that Cordelia should leave them. [ ]
3 Edmund thinks that his brother Edgar deserves his inheritance. [ ]
4 Edmund writes a letter and tells his father that Edgar wrote it. [ ]
5 Gloucester is angry after hearing what is in the letter. [ ]
6 Edmund is an honest and kind man. [ ]

5 **Read the quotations and answer the questions.**

1 *"If our father still has some power, his anger will become a problem for us."*
Do you think that Goneril and Regan want to take care of Lear, or do they want something else?

2 *"My son cannot be so cruel to a father who loves him so much."*
Why does Gloucester think that Edgar is cruel?

3 *"My brother and father trust me, which makes them easy to deceive."*
Why is Edmund trying to deceive his brother and father?

6 **Answer these questions.**

1 Why will Edgar get his father's inheritance and not Edmund?

2 In what ways are Goneril and Regan like Edmund?

3 What do you think will happen next?

7 **Imagine that you are The Duke of Gloucester. Write a letter to a friend describing the day's events, including what Edmund has told you. Write about 180 words.**

UNIT 3

Lesson 1

The future of food



Vocabulary

1 Complete the sentences with the correct words.

~~agriculture~~ crop innovation livestock production sustainable variety

1 Around 30% of Egyptians work in farming and *agriculture* .
2 It is not .... to use petrol in cars, as one day, we will have no more oil.
3 My uncle keeps .... on his farm, such as sheep and goats.
4 The weather has been very good for the cotton .... this year.
5 Food .... went up after the company bought new equipment for its factory.
6 Technological .... means that we can now make seawater safe to drink.
7 The .... of crops grown on that farm is huge.

2 Match the numbers and the words.

1 *c* 10,000,000
2 10,000,000,000
3 ...... 70 %
4 2,050
5 2050

a twenty fifty
b seventy percent
c ten million
d two thousand and fifty
e ten billion

Listening and reading

1.15 **3 Listen and complete the sentences with a number or amount.**

The population of Egypt is growing by nearly ❶ *two percent* a year. That means that there are ❷ .... more people living in its cities every six months. This is a problem in a country where ❸ .... of its population live on about ❹ .... of its land. It is thought that the population of Egypt will be around ❺ .... by ❻ .... So what are the solutions to these problems? One plan is to invest ❼ .... of pounds in a new capital city outside Cairo. This is one of the big projects that will help the ❽ .... young people who start looking for work each year.



Writing

4 Write about the problem you discussed in Exercise 5 of the Student's Book. Write about 180 words.

- Introduce and describe the problem.
- Say what the possible reasons are.
- Suggest some possible solutions.

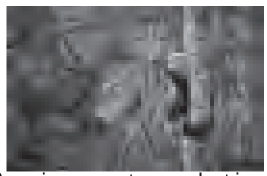
Reading

1 Read the article quickly and answer these questions.

1 What happened to Costa Rica in the 1980s? ....

2 Who will be visiting the Amazon rainforest in the future? ....

The future of forests



The world has been losing millions of trees from the rainforests every year for a long time. Many trees get cut down so that we have wood to make furniture, and many more get cut down because people need the land to grow food. However, there may be hope for the future because countries around the world are changing the way we think about these important areas.

Changes started a long time ago in Costa Rica. Around 60% of the rainforest in this small central American country was lost in the 1980s. But in the 1990s, the government started working with local farmers and persuaded them to look after the rainforest instead of cutting down more trees. This encouraged tourists to visit the country, and soon the local people started to make more money from tourism than from cutting down trees.

It was a great success, but things got worse in other parts of the world, such as the Amazon rainforest, until 2004. Then many people and governments around the world started to change how they thought about rainforests, and the number of trees cut down there has been getting smaller every year. Many parts of the Amazon rainforest are now protected and, like Costa Rica, it is hoped that more people will be visiting and enjoying this extraordinary place in the future. Finally, we can all hope that our children will be learning about the rainforests for many years to come.

2 Read the article again and answer the questions.

1 Why do some people worry about the future of rainforests?
Because people are cutting the trees down.

2 What did farmers in Costa Rica stop doing in the 1990s?
....

3 Why did they do this?
....

4 What changed in 2004?
....

5 Why do you think the government of Costa Rica and other governments are starting to change the way they think about rainforests? Do you think they are right? Why?
....

Language

3 Complete the sentences with the future continuous form of the verbs in brackets.

1 I can't visit my cousins in June because I *will be working* (work) for a charity.

2 This train .... (not stop) at the next station.

3 Soha is thinking about her holiday next month, when she .... (lie) on a beach all day!

4 Do you think people .... (have) holidays in space one day?

5 I think that everyone .... (drive) electric cars in the future.



Writing

4 Write about what you think you will be doing in ten years' time.

In ten years' time, I think I'll be ...

3 Lesson 3

Reading

1 Read the article quickly and choose the correct main idea.

a A solution to the problem of insects.
b A new way to grow plants.
c How farmers can use less soil.
d The best way to save water.

2 Read the article again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 In the future, there will be a problem finding enough land to grow things. *T*
2 In hydroponics, you do not need any soil for plants. ☐
3 You do not need a lot of space for hydroponics, but you need more water than on traditional farms. ☐
4 Large farms using hydroponics often have problems with their computers. ☐
5 In the future, we might be able to grow plants in Antarctica or even space. ☐

Hydroponics



With the population of the world predicted to grow to around 10 billion by 2050, one problem we will have is finding enough land for food production. A possible solution to this problem is using something called hydroponics.

Hydroponics is a way to grow plants without using any soil. Instead, farmers grow the plants in special water which contains all the food that plants need to grow. This is a big help for farmers living in areas with poor soil. Hydroponics uses a lot less space than traditional farming and, surprisingly, it also uses less water because any water that the plants do not use is reused. There are also fewer problems with insects. Almost any plant can grow using hydroponics and many plants produce more fruit and leaves this way.

Some people argue that hydroponics is not very good for large farms because they need expensive computers to control the flow of water, light, etc. to the plants, but others argue that it could offer the best solution to future problems. Many scientists think that in the future, we will be using hydroponics to grow food even in places where nothing grows now, such as deserts, Antarctica or even space.

Writing

3 Circle key words and phrases in the article.

4 Write a summary of the article on hydroponics in about 30–40 words.

....
....
....
....
....
....
....
....
....
....
....
....

REMEMBER!

When you write a summary:

- think about the main idea of the article.
- use the most important words and phrases from the article.
- link the ideas with phrases such as *first*, *after that*, *finally*.
- check the summary is clear and that you have included all the main ideas.

Language

1 Match the words and phrases from an essay with the reasons for using them.

1 This essay will focus on …
2 In the case of …
3 Due to the fact that …
4 All the evidence suggests …
5 In my view, …
6 To conclude, …

a Shows that a point you're making is based on facts
b Focuses on a specific example
c Shows that the main body of the essay has ended
d Introduces what the essay will mainly be about
e Gives an opinion on the topic of the essay
f Explains why something happens

Reading

2 Put the paragraphs of this essay about *Urban Farming* in the correct order.

Urban farming



a ☐ In the case of London, people already grow a lot of flowers in their gardens, but next year, the group of friends will be planting more fruit and vegetables in any open spaces they can use. At the end of the year, they will be eating fresh fruit and vegetables from these spaces.

b (1) This essay will focus on something my uncle is planning to do to help food production: something called *urban farming*.

c ☐ To conclude, urban farming is an interesting idea. All the evidence suggests that it could help us grow our own food in the future, even in cities without much outdoor space.

d ☐ My uncle lives in London and first, I will explain what urban farming is and why he wants to do it with a group of his friends. Urban farming is growing food in our cities. Of course, cities are not usually good for farming due to the fact that there is so little green space, but he says they will be using flat roofs, gardens and open spaces to grow what they can.

e ☐ In my view, urban farming is a great idea. It will help my uncle and his friends to save money in the shops, and it might also help them to earn money. They hope they will be selling some of the produce to local restaurants and markets.

Writing



3 Write an essay about how to feed people sustainably in the future. Write about 180 words.

- Think about some of the ideas you have looked at in the unit or research some different ideas. Use ideas from your discussion your Student's Book, page 30.
- Use some of the expressions from Exercise 1 above.
- Try to use examples of *will*, *be going to* and the future continuous.

3 Story

King Lear

Act I, Scenes iii–iv



1 Complete with the correct form of the words in the box.

disguise ~~wise~~ behave rude servant encourage cart

1 He rarely makes mistakes. He is very ......*wise*...... and careful.
2 We all respect him because he .... politely.
3 My father usually .... us to read different books.
4 It's very .... to ignore someone.
5 We have a very honest .... who never steals anything from the house.
6 The criminal tried to .... himself so the police wouldn't recognise him.
7 Don't be cruel to animals; the little horse can't pull this huge ....

2 Match the characters in column A with the actions in column B.

A	B
1 The King's soldiers are starting	a to be his servant.
2 Kent has changed	b is worrying too much.
3 King Lear asks Kent	c fifty of the King's soldiers.
4 Kent hits Oswald	d because he is rude to the King.
5 Goneril has sent away	e to behave badly.
6 Albany believes that Goneril	f how he usually speaks.

3 Complete the sentences with these adjectives.

~~angry~~ guilty honest kinder mad rude

1 King Lear is starting to get ...*angry*........ with everything.
2 Kent tells King Lear that he is a poor but .... man.
3 One of the soldiers is .... because he does not listen to Lear.
4 Albany says he is not .... of making Lear angry.
5 Goneril calls her father a .... old man.
6 Albany thinks that Goneril should be .... to her father.





4 Answer these questions.

1 Where does Goneril say that Lear can stay if he is unhappy at her home?

She says that he can stay with her sister.

2 What does Kent tell Lear that he can give him?

3 Why does the fool say the cart is pulling the horse?

4 Who does Lear think is ruder to him than Cordelia?

5 Do you think that Albany is happy with his wife Goneril's behaviour?

5 Read the quotations and answer the questions.

1 *"The foolish old man still wants to have the power that he's given away!"*
What does this tell us about how Goneril sees her father?

2 *"I still love the King and I'll continue to work hard for him, but he won't know me."*
What does this tell us about Kent?

3 *"My lady's father? How rude!"*
Why is King Lear angry with Oswald?

4 *"Call my soldiers. You won't have any more trouble from me, because now I have only one daughter left."*
Why does King Lear say this to Goneril?

5 If Goneril has a child who is cruel to her, *"… she will have a taste of her own medicine."*
What does King Lear mean by this expression?

6 *"It's better to worry and be safe."*
Why does Goneril say this to Albany?

6 Match to make collocations.

1 be angry	a someone's problems
2 give	b someone unhappy
3 hold	c with someone
4 make	d your head
5 solve	e advice to someone



7 King Lear says to Goneril, "I still have one daughter left, and I am sure she will be kind to me when she hears what you have done. She will not be happy with you!" What will Regan say? Write the conversation that King Lear has with Regan when he tells her how Goneril has treated him. Write about 180 words.

REVISION

1 Units 1–3

1 Choose the correct words to complete the sentences.

1 Which is the most ...popular... boys' name in your class?
A healthy **B** immune **C** popular **D** athletic

2 This book was .... than the last one she wrote. I didn't like it.
A good **B** best **C** worst **D** worse

3 It is my sister's eighteenth birthday today, so my family are going to .... this evening.
A boost **B** celebrate **C** repeat **D** serve

4 I .... go to a specialized hospital because I had a heart attack.
A have to **B** must **C** had to **D** didn't have to

5 The doctors are worried because the man has a .... illness.
A past **B** severe **C** spicy **D** wise

6 They .... to build a new hospital in the city next year.
A will **B** going **C** are going **D** will be

7 Your .... system works better if you eat healthy food.
A immune **B** emergency **C** athletic **D** injured

8 I think it .... rain this afternoon.
A will **B** going to **C** is going **D** will be

9 You need strong .... to lift that box!
A brain **B** heart **C** lungs **D** muscles

10 Let's .... together this weekend. It would be nice to see you!
A have **B** get **C** make **D** do

11 The farmer keeps a lot of .... such as goats and sheep.
A agriculture **B** livestock **C** production **D** crops

12 My little sister isn't allowed to play this game because she .... to be more than eight years old to play it, and she's four!
A has **B** must **C** should **D** don't have

13 In some areas, fishing is not .... because one day there will be no fish left.
A sustainable **B** delivered **C** destroyed **D** changing

14 You .... bring your sun hat today because it is cloudy.
A mustn't **B** don't have to **C** shouldn't **D** have to

15 Our class .... working in the laboratory all this afternoon.
A will **B** going to **C** will be **D** won't

16 Some scientists believe that more people .... seaweed in the future.
A eat **B** ate **C** will be eating **D** are eating

2 **Fill in the gaps with one word.**

have illness lungs must rare worst

Coronavirus is a severe ❶ .... In 2020, a new coronavirus called COVID-19 made many people very ill. It is the ❷ .... illness that we have had this century. For many people, COVID-19 affected their ❸ .... so badly that they found it difficult to breathe. It is ❹ .... to be seriously ill with COVID-19 for a long time. Most people who get COVID-19 feel better after about a week, but if you have it, you ❺ .... stay home for many days. We all ❻ .... to be careful to keep clean and wash our hands so we do not catch illnesses like COVID-19.

3 **Complete the sentences with the correct form of the words in brackets.**

1 These shoes are the .... (expensive) in the shop.

2 It is .... (believe) that the Ancient Egyptians did not eat meat very often.

3 Alexandria is a big city, but it is .... (small) than Cairo.

4 The museum .... (not be) open tomorrow because it is a holiday.

5 Haytham is .... (not go) to the park because he has to study this afternoon.

6 In a few years' time, I think that all my friends .... (study) at university!

7 Do you think people .... (have) holidays in space one day?

8 What will you .... (do) at this time tomorrow?

4 **Translate the following into Arabic.**

Sports play an important role in making our minds and bodies stronger. However, athletes should have regular checks to make sure they have no serious health problems.

....
....
....
....
....
....
....
....

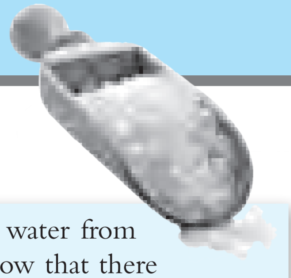




5 **Translate the following into English.**

يعتقد العلماء أن ارتفاع أسعار الغذاء وتزايد أعداد السكان يعني أنه يجب علينا إعادة التفكير فيما يجب أن نفعله من أجل التخطيط لمواجهة نقص الطعام في المستقبل.

....
....
....
....



6 Read the text and answer the questions.

There always seems to be new types of food in the supermarket. But what do we know about the food that we eat? Do we always know where it comes from, and can we trust it to make us strong and healthy?

Some experts worry that although we are living longer, many people are less healthy than in the past. This might be because we do not always eat healthy food.

Food producers all want to sell us their delicious products, but how healthy are they? Scientists tested food that we can buy in supermarkets and the results might surprise you. We all know that you mustn't drink water from the sea, but did you know that there are some types of soup that are saltier than seawater? Scientists also found that some fruit juice is worse for you than fizzy drinks, because although it is natural, it contains a lot of sugar. And it is thought that some sports drinks have eight teaspoons of sugar in them!

If you want to buy healthier food, you should check the labels on any food you buy at the supermarket. Personally, I will be cooking my own food from now on. In this way, I will always know the amount of sugar and salt in my meals. That must be a healthier way to eat!



1 According to the text, many people today … than people in the past.
A are healthier
B live longer
C eat nicer food
D use supermarkets more

2 What is the problem with some types of soup?
A They are made from seawater.
B They are fizzy.
C They are very salty.
D They have a lot of sugar in them.

3 Why do you think food companies put so much salt and sugar in the food which they produce?
A to make it taste good
B to make it healthier
C to improve the appearance
D to make it more expensive

4 According to the text, why is it a good idea to check the labels of food at a supermarket?
A to check the date
B to find the amount of sugar and salt in it
C to check the price
D to see what it is

5 Do you check the labels on food that you buy? Why? Why not?

....

6 Why is it important to eat healthy food?

....

7 In future, will you make your own meals when you can? Why? Why not?

....

7 Find and correct the mistakes in the following sentences.

1 Everyone should learn how to make first aid.

....

2 Be careful. That is the spicier meal on the menu!

....

3 She doesn't have to get up early yesterday because it was a holiday.

....

4 My mother usually repairs lunch before we return home from school.

....

5 There is a various of goods in the new store near my house.

....

6 The new wonderful hotel near the tourist site is going to boast tourism.

....

7 Will you be taken the bus to school next week?

....

8 Take a coat to London next week because it's going be cold.

....

9 I can't come to the sports club next week because I will travelling to Aswan.

....

10 He can't speak well as he has a throat infect.

....

8 Write an essay of about 180 words on one of these topics:

1 Compare your favourite and least favourite meals. Say why you like and dislike them and if they are healthy or unhealthy.

2 Describe why the immune system is important and what you can do to boost it.

....

UNIT 4

Lesson 1

Changing English

Vocabulary

1 **Complete the sentences with the words below.**

abbreviation   innovator   formal

1 We don't usually use .... English when we send text messages.
2 In the world of technology, an .... is someone who can improve or create new devices.
3 ASAP is an .... of 'as soon as possible'.

2 **Replace the underlined words and phrases in the text messages with the correct abbreviation.**

a LOL   **b** c u l8r
c gr8   **d** plz
e idk   **f** 2moro
g thx   **h** ASAP

Hi Hamdi, I had so much fun this morning! ❶ laugh out loud *LOL*. I was on TV, talking about tech, and I warned people not to open any strange emails. It was ❷ great ....! They asked me to go back next week! I'll ❸ see you later .... and I will tell you all about it. 😆
Khalid

Hey Nadia, ❹ thanks .... for your help! I'm so glad you advised me to change the photos on my blog. ❺ I don't know .... what I was thinking! My dad warned me not to post personal information, but I didn't think about the photos. I'll change them ❻ as soon as possible. .... 🙏
Judy

Yasser, why didn't you tell me that you can't find my book? 😠 I asked you to look after it. Can you ❼ please .... look for it again and bring it to school ❽ tomorrow ....?
Medhat

3 **Read the text messages again and answer the questions.**

1 Who is angry? *Medhat*
2 Who is happy to get advice? ....
3 Who did something wrong? ....
4 Who will give more information at a different time? ....
5 Who cannot find something? ....
6 Who is feeling happy? ....

4 **Match the sentences in reported speech with the sentences in direct speech.**

1 [*a*] I warned people not to open any strange emails.
2 [ ] They asked me to go back next week.
3 [ ] You advised me to change the photos.
4 [ ] My dad warned me not to post personal information.
5 [ ] I asked you to look after it.

a Do not open any strange emails!
b Be careful. Don't post any details about you or your family.
c Please be careful with it.
d Can you come back next week?
e You should change the photos.

Vocabulary

1 Read the chat on the right. What is it about?



a Hazem's teacher warned him not to copy in an exam.

b Hazem's friend asked for advice about his homework.

c Hazem's teacher told him about his previous exam.

2 Read the chat again and complete the gaps with the words in the box.

~~frown~~	misunderstood
not necessarily	tone

Language

3 Complete the sentences. Use *could/couldn't have* or *should/shouldn't have* and the verb in brackets.

1 I *should have practised* .... playing the piano last week, but I was lazy and now I regret it. (practise)

2 You .... at your sister. You knew it would make her unhappy and it was the wrong thing to do. (shout)

3 You .... the boat if you had been here at one o'clock, but it's gone now and it's too late. (catch)

4 You .... Manal in the park this morning. She has been with me at my house all day. (see)

5 I can't believe that you still haven't received the parcel. I sent it three weeks ago, so it .... by now. (arrive)

6 He .... a great doctor. He had the ability but he didn't want to work hard. (be)

Writing

4 Read the blog posts and write what they could have done differently in your notebook. Use *could/couldn't* and *should/shouldn't* + past participle. Write about 180 words.

Hi Hazem! What's up?

Hi Salem. How was the meeting with your teacher?

Very useful! Thx for asking. I asked him about my last exam.

Gr8! How did he react?

I was worried when he started to **1** *frown* ...., but then I understood that he was thinking carefully and the **2** .... of his voice was very positive.

Tell me what he said, plz.

He said I should have read the essay question more carefully because I **3** .... it, but he said that was **4** .... the reason I got a low mark. The problem was that I shouldn't have used emojis in my essay.

I can't believe you used emojis in your exam!

Nihal, aged 16

A new girl has started at our school and I wanted to be friends with her. I spoke to her in the playground and we took a selfie together. That afternoon I posted it online, but she didn't like the photo and the next day at school she didn't speak to me. What did I do wrong?

Adam, aged 17

Last week, my friend sent me a text message to say that he was unhappy because he had failed a test at school. It was late and I didn't know what to say, so I decided to reply in the morning. But then too many things happened in the morning and I forgot. Now he thinks that I don't care. What should I have done?

4 Lesson 3

Reading

1.22 **1 Listen and read the text quickly. Choose the correct answer.**

a The English language has remained unchanged for two thousand years.

b French people can all speak English.

c The English language has changed many times.

2 Read the text again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 The English language came from the Romans two thousand years ago. F

The English language came from Germany when people called Angles and Saxons arrived about 500 years later.

2 The Angles and the Saxons came from Germany. ☐

3 The French added more words to the English language than the Vikings. ☐

4 The word *house* is a French word. ☐

5 We can't use old words for new technology. ☐

Endless change

The *Romans* spoke a language called *Latin* and they first took it to the country they called *Britannia* almost two thousand years ago. However, the English language came from Germany when people called *Angles* and *Saxons* arrived about 500 years later. Soon the *Land of the Angles* became known as *England* and the English have been using and misusing foreign words ever since.

For example, words like *cake*, *eggs*, and *happy* all come from *Old Norse*, which was the language spoken by the *Vikings* who came to England a few years after the Angles. However, many more English words came from the French, who arrived in 1066.

Unlike the poor people, who continued speaking English, all the rich and powerful people spoke French. That's why there are so many words in English with similar meanings. French words are recognisable because they usually describe something which is better. For example, the word *house* is an English word, but a big house is called a *mansion*, which is a French word.

In the modern age, we often reuse old words from the past to make new international words for technology. For example, the first part of the word *helicopter* is Greek and the second part is Latin, but the word was first used by a Russian speaker living in America.

Language

3 Complete the grid with words from the text.

Prefixes		
mis-	*re-*	*un-*
misusing		

Suffixes		
-able	*-er*	*-less*

Writing

4 Write an essay in your notebook about the advantages and disadvantages of using international technology words in a language. Write about 180 words.

REMEMBER!

Begin your essay by introducing the topic.

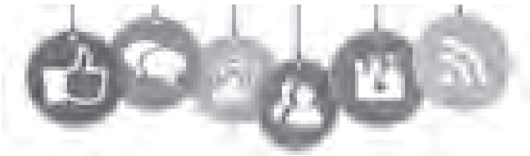
Include both advantages and disadvantages, and write one or two paragraphs for each.

Use words like *despite*, *nevertheless*, *yet*, *however* and *although* to link your ideas.

Give your opinion and/or a balanced summary of the topic in the final paragraph.

Reading

1 Read the advice and tick the sentences that give good advice and correct the sentences that give bad advice.



2 Read the report and match the headings to the paragraphs.

Conclusion Findings Introduction Procedure

....

The aim of this report is to summarise the findings of the survey into the time students spend using social media.

....

Between 2015 and 2020, we asked 1,200 students about the amount of time they spent using social media. We also asked them how they used social media, and what they liked and disliked about using it. We recorded our results and compared them.

....

Most of the students that we spoke to were surprised by how much time they spent on social media when they thought about it carefully.

Many students thought that they were spending too much time on social media and some students said that they would try to spend less time on social media. Some students reported that at least one member of their family had made a negative comment about it.

However, almost all of the students reported that they enjoyed using social media and most of the students did not want to stop using it.

Most students used social media on their phones. The students used social media to keep in touch with their friends, and to follow their interests or hobbies.

....

In general, students enjoy social media and they are using it more often. However, it is making a small number of students worried because they feel that they are spending too much time on it.

How to write a brilliant blog

1 ☑ Choose an interesting title.

....

2 ☐ Don't worry about spelling, grammar or punctuation mistakes.

....

3 ☐ You shouldn't use images or photos.

....

4 ☐ Include a few links to other sites.

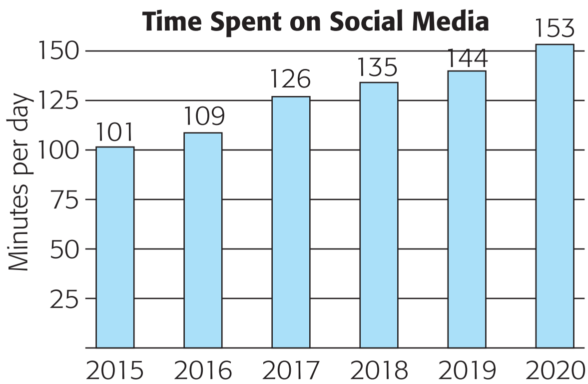
....

5 ☐ Don't organise your ideas clearly.

....

6 ☐ Give your personal opinion.

....



Writing

3 Write a report on the research you did about phone usage in your notebook.



King Lear

Act II, Scenes i-ii

1 **Put the words into the correct group. Some words can be used as either a noun or a verb.**

beggar disbelief faithful ~~follow~~ guard persuade ports pretend profit reward

Verb	Noun	Adjective
follow		

2 **Complete the sentences using the words from Exercise 1.**

1 All the ships had to remain in their *ports* .... due to the bad weather.
2 There was a .... at every door in the castle to help protect the king.
3 I will try to .... my mother to let me go to the cinema tomorrow.
4 Look! Someone is offering a .... if we find the lost mobile phone.
5 If you get a benefit from something, you .... from it.
6 The police will .... the suspect to see where he goes.
7 My mother usually gives money to any .... she sees on the street.
8 During the difficult times the soldiers remained .... to the king.
9 The children .... to be kings and queens when they are playing.
10 Everyone looked at him in .... when my brother said he wanted to climb the mountain.

3 **Match the phrases with their meaning.**

1 to get here
2 to call out
3 a stab in the back
4 to have your heart broken
5 to plot against
6 to change your mind

a when a friend breaks your trust
b to have a different opinion from before
c speak loudly to people can hear you far away
d arrive at a place
e plan in secret with others to do something
f how you feel when someone you love hurts you

4 **Read the sentences and replace the phrases in bold with phrases from Exercise 3.**

1 When my brother closed the door on my fingers, I **shouted** for help. *called out* ....
2 It looks like the football players are secretly **planning against** the coach as they don't like him.
....
3 It was like **deception** when my friend told my classmates my secret. ....
4 When the character died at the end of the film, **I felt very sad**. ....
5 At the last minute, my sister always **has a different opinion** about what to wear.
....
6 The students were almost late for the exam but **arrived** just in time. ....



5 **Put the events from the play in the order in which they happened.**

- **a** ☐ Edmund told Gloucester that Edgar planned to kill him.
- **b** ☐ Edgar runs away to avoid getting arrested.
- **c** ☐ The King is unhappy about how his daughter has behaved.
- **d** ☐ The fool promises to stay with the King.
- **e** ☐ Edgar changes his appearance.
- **f** ☐ King Lear is surprised when he sees Kent.
- **g** *1* Edmund pretends to fight with his brother.
- **h** ☐ Edmund pretends his brother cut his arm.

1.23 **6** **Write the characters' names next to what they said. Then listen and check.**

Cornwall Edgar ~~Edmund~~ Gloucester Regan King Lear Regan Edmund

1. *Edmund* asked his brother if they could talk.
2. .... said it was a stab in the back.
3. .... called out to his father for help.
4. .... asked if his son had really tried to kill him.
5. .... asked if anyone was following Edgar.
6. .... said he would change his clothes.
7. .... asked why they didn't want to speak to him.
8. .... asked her father to go back to her sister's house.

7 **Act II, Scene i shows how money can cause problems in families. Which do you think is more important in life: having lots of money or having a good relationship with family? Why? Write about 180 words.**

UNIT 5

Lesson 1

Being smart online

Vocabulary

1 Read the internet adverts and complete the gaps with the words in the box.

~~consult~~ updated reliable up-to-date

EssayDun

Download this app and you will never have to write an essay again! Just type in the title, the question you need to answer, and the word limit and the app will 1 *consult* .... the system to create a perfect essay. It is 100% 2 .... and works every time. 😁

Excuse-a-Maker

This useful app has been 3 .... to include 2,000 new excuses which can be adapted to any situation. Just upload a photo of yourself and say why you need the excuse and where you are. You will receive a new 4 .... photo with the time and date stamped on it with your excuse!

2 Why do you think the apps in the adverts in Exercise 1 are probably unreliable?

Reading

3 Read the text and choose the best summary.

a The text gives advice about how to keep your personal data safe online.

b The text gives examples of social media sites where you can post photos.

c The text gives information about how to collect personal details of other users.

4 Match the underlined words and phrases in the text with their definitions below.

1 Save something from the internet onto your computer *download*

2 Remove a message or photo you have put on social media ....

3 Install the most recent version of a program ....

4 Made something better ....

5 To put information on social media ....

Are you internet smart?

Do you really know how to protect yourself online? There are several things you can do to stay safe.

- Choose a strong password. Did you know the most common password in the world is '123456'? The best passwords should have numbers, letters and even a special character e.g. Tl342mS!*. It will be easier to remember if you make it personal in some way.
- When you go online, make sure you have <u>upgraded</u> your browser with the latest software <u>update</u> before you open a webpage.
- Be careful what you <u>upload</u>. Check what others can learn about you from what they can see behind you, and <u>take down</u> any photos you do not want others to <u>download</u>.

All of these tips seem obvious, but you'll be surprised how many people are careless online. Stealing someone's identity is more common than you think. Do not make the mistake of thinking that it can't happen to you.

Writing

5 Write about the research you did in the Student's Book.

- Which websites did you find?
- Do you think the websites are reliable? How do you know this?

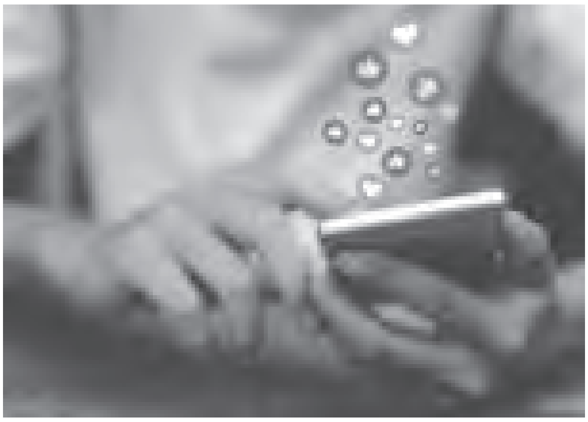


Vocabulary

1 **Complete the sentences with the words in the box.**

~~follower~~ **post** **subscribe** **views** **post**

1 Click here to be a *follower* of the person or group.
2 Click here to .... a message or photo and share it.
3 This is where a .... will appear when you share something.
4 This shows you how many .... the page has had.
5 If you .... to the page, you will become a follower.



Reading

2 **Read the sentence below and underline the key words. Now skim the text and decide if the sentence is true. Use the key words to help you decide.**

It is easy for anyone to share something online with many people and we need to be careful because not everything is what it seems to be.

3 **Scan the text and underline examples of the following expressions: *seem to* … / *mean to* … / *(be) supposed to* …**

4 **Scan the text and decide if these sentences are *true* (T) or *false* (F). Correct the false sentences in your notebook.**

1 People who are older often give us good advice. *T*
2 Journalists are more careful about checking facts now. ☐
3 With access to the internet, anyone can spread false stories. ☐
4 Shane Fitzgerald posted a fake photo online. ☐
5 Some newspapers published Shane's information. ☐
6 If a story seems to be good news, you can believe it. ☐

Don't believe everything you read!



The title of this article is a piece of advice which we may have heard from our parents or grandparents. Although it was true in the past, the speed at which we have access to new information means that this warning is even more important now.

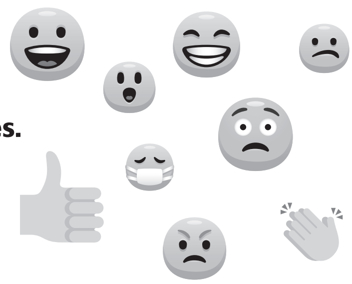
In the past, professional journalists always checked the facts that they wanted to publish against at least two reliable sources to make sure the story was correct. Checking sources, and the time needed to print something in a newspaper, meant that the news, which was meant to be new, was actually a day or two old.

Today the internet provides instant news and is a place where anyone can share information with the rest of the world at the touch of a button. This means that journalists often need to publish their stories quickly, so fact-checking isn't as good as it is meant to be. This is why not everything you read is what it seems to be.

Even serious newspapers, which are supposed to be reliable, can make mistakes. Shane Fitzgerald, an Irish sociology student, wanted to test the influence of the internet. He posted a **fake phrase** online. It was supposed to be something that a French musician who had recently died had said. Almost immediately several newspapers published the phrase and it was read all over the world.

The **moral** of the story is to listen to those with more life experience than you and remember not to trust everything you read online without checking it first.

Vocabulary



1 Choose the correct word from the box to complete the sentences.

~~behaviour~~ **profile** **sensible** **symbols** **year of birth**

1 A friend was showing strange *behaviour* online today.
2 I haven't updated my online .... for ages.
3 Social media sites usually ask for your .... when you register.
4 It isn't .... to include a lot of personal information on your profile on social media.
5 Emojis are .... which represent feelings.

Listening



1.26 **2 Listen to a conversation between Hanan and Leila discussing social media. Choose the best summary of the conversation.**

a The friends agree that it is good to share photos with friends online.
b The friends agree that you should be careful what photos you post online.
c The friends disagree about the type of photos you should post online.

1.27 **3 Listen again and answer the questions.**

1 What does Hanan have as her profile photo?
her cat
2 What does Hanan worry might happen in the future?
....
3 What could happen to an employee if their company sees an unsuitable post?
....
4 What problem did Hany have as a result of one post?
....
5 What photo does Leila decide to use?
....

1.28 **4 Listen again and decide who said what. Write *H* for Hanan or *L* for Leila.**

1 [*H*] I know what you mean.
2 [ ] Anyway, as I was saying, …
3 [ ] But getting back to …
4 [ ] I see your point, but …
5 [ ] I disagree.
6 [ ] I agree, …

Writing

5 Write an email to a friend advising him/her how to use social media well. Use the list you made in the Student's Book. Write about 180 words.

....
....
....
....

REMEMBER!

Include the purpose of your email at the beginning.
Write in short, clear sentences because people want to read emails quickly.
Pay attention to grammar, spelling and punctuation.



Speaking

1 **Your teacher has asked you to write an essay in answer to the following question: *Is using social media always a good thing?* Discuss the pros (positive) and cons (negative) of social media. Make a list.**

Pros	Cons
• *You can keep in touch with friends and family abroad.*	

Writing

2 **Choose two pros and two cons from your list. Add an example for each point. Use these points and examples in your essay.**

Pros	Cons
• *You can keep in touch with friends and family abroad. Example: My friend has family in Australia and he can see how they are and share his photos with them too.*	

3 **Write your answer to the question in Exercise 1. Use the essay checklist to help you. Write about 180 words.**

Is using social media always a good thing?

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

Pros and Cons Essay checklist:

- ☐ My paragraphs are divided into:
  - Introduction
  - Pros
  - Cons
  - Conclusion
- ☐ My introduction explains in general the different viewpoints.
- ☐ I have used linking words to connect my ideas.
- ☐ My grammar, vocabulary, spelling and punctuation are correct.
- ☐ I have used specific examples to highlight a particular point.
- ☐ My conclusion summarises the ideas and gives my opinion.

King Lear

Act II, Scene iii–Act III, Scene i

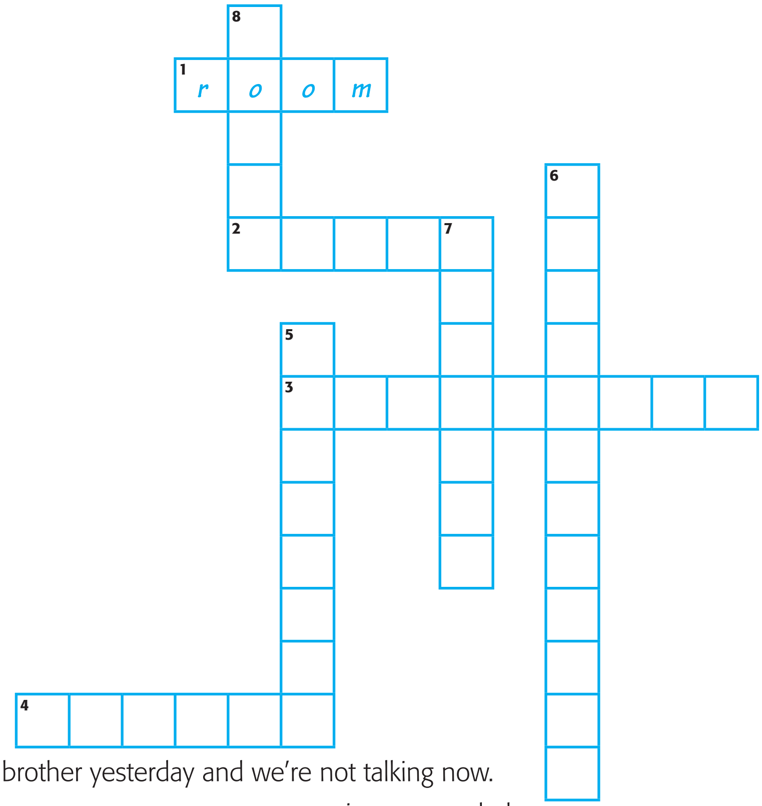
1 Complete the crossword with words from Act II, Scene iii and Act III, Scene i. Use the clues to help you.

Across →

1 A synonym for 'space', e.g. There isn't enough space for everyone in the car.
2 People who collect information secretly.
3 The action of saying sorry.
4 Two times the quantity of something.

Down ↓

5 Something you need so that you do not get angry.
6 A situation where people have different opinions.
7 A place that will protect you from bad weather.
8 Something you tell others to make them laugh.



2 Complete the sentences with the words from Exercise 1.

1 I had a *disagreement* with my brother yesterday and we're not talking now.
2 Stop buying clothes! You haven't got any more .... in your wardrobe.
3 I .... for posting that photo of you. I didn't realise it would make you angry.
4 That tech company used .... to discover what the competition was doing.
5 You need a lot of .... with this APP. It takes ages to open!
6 While walking in the hills, we had to find .... due to the storm.
7 My new phone has .... the amount of memory as my last one.
8 Have you seen this website? It has loads of .... which are really funny!

3 Complete the collocations with the words in the box.

~~on~~	out	mad	on

1 If you 'turn your back *on* .... someone', it means you ignore them.
2 If someone 'locks you ....', it means you cannot enter a place.
3 If you 'set eyes .... someone', it means you see them, often for the first time.
4 If you 'go ....', it means you get angry or lose your mind.

4 **Are these sentences *true* (T) or *false* (F). Correct the false sentences.**

1. King Lear is happy to stay with his daughter Goneril. F
   King Lear does not want to stay with Goneril.
2. Regan wants her father to stay in her house. ☐
   ......
3. Both daughters want their father to abandon his soldiers. ☐
   ......
4. There is a disagreement between King Lear and his daughters. ☐
   ......
5. Regan stopped her father from returning to her house. ☐
   ......
6. King Lear is wearing clothes to protect him from the rain. ☐
   ......
7. The Duke of Kent tells the soldier to take the King to a shelter. ☐
   ......
8. The King of France is planning an attack. ☐
   ......

5 **Imagine that you are one of King Lear's soldiers. Describe what happened at Goneril's home. How do you feel? What do you think of your king?**

......

6 **Write a short summary of what happened in each picture.**

A



B



C



UNIT 6

Lesson 1

Learning from our mistakes

Vocabulary

1 **Complete the sentences with the words in the box.**

beg ~~mean~~ piles sigh



1 Hassan was so *mean* .... that he wouldn't spend money on anything.
2 Said has .... of work to do. He doesn't have any free time.
3 He didn't say anything, but I knew Dad was disappointed when I heard him ....
4 Ana will .... her mum to make her a chocolate cake for her birthday because it is her favourite.

Language

2 **Choose the correct option to complete the sentence.**

1 If you don't water plants,
  a they die. (circled) **b** they died.
2 If she had enough money,
  a she would buy a new phone. **b** she buys a new phone.
3 Her assistant will be late
  a if he misses the early train. **b** if he missed the early train.
4 Mobile phones usually stop working
  a if they fell in water. **b** if they fall in water.

3 **Write the correct form of the verbs in brackets to complete the sentences.**

1 Don't forget to take your phone. You *won't be able to* (not be able to) call me if you .... (not have) your phone with you.
2 Most people didn't like Scrooge. If Scrooge .... (be) generous, more people .... (like) him.
3 My friend needs help with a maths question, but I don't know the answer. If I .... (know) the answer, I .... (help) my friend.
4 Amira doesn't feel healthy because she doesn't do any exercise. I think Amira .... (feel) healthier if she .... (do) some exercise.
5 I know you don't like the rain, but I can't do anything about it. If you .... (sigh) again, I .... (not listen) to you.

Writing

4 **Complete the sentences with your own opinions.**

1 If you don't pay attention at school, ...
2 The world would be a better place if ....
3 My friends get angry if ....
4 If the internet didn't exist, ...
5 If you are mean, ...
6 We will have to study hard if ....



Language

1 Choose the correct option to complete the sentence.

1 If I hadn't learnt English,
   (a) I wouldn't have made international friends. **b** I won't make international friends.
2 Scrooge wouldn't have felt so alone
   a if he doesn't care about people. **b** If he had cared more about people.
3 If we hadn't taken our map with us,
   a we would have got lost. **b** we will get lost.
4 Tarek would have gone to the museum
   a if Munir had invited him. **b** if Munir will invite him.

2 Write the correct form of the verbs in brackets to make third conditional sentences.

1 If she *had taken* (take) sun cream to the beach, she .... (not get) burnt.
2 Scrooge .... (be) happier if he .... (not be) so mean.
3 Bob Cratchit .... (not be) cold if Scrooge .... (pay) for a big fire.
4 If we .... (not take) a taxi, we .... (be) late for the train.
5 You .... (hear) what he said if you .... (listen) carefully.
6 If he .... (spend) less time on social media, he .... (not waste) his time.

3 Use the third conditional and the information below to write Scrooge's regrets.

1 Bob Cratchit's young son died.
   If I had paid for a doctor, Bob Cratchit's son wouldn't have died.
2 Bob Cratchit's family were cold and hungry.
   ....
   ....
3 Many poor people needed donations to help them.
   ....
   ....



Writing

4 Write an essay of about 180 words about something you did recently that you regret. Explain what happened and why you regret it. What would you have done differently?

....
....
....
....
....
....

REMEMBER!

A well-written essay has several paragraphs which are in a logical order.
To connect ideas, use linking words, such as 'in addition', 'although', 'however', etc.
Give plenty of examples to support your ideas. Use phrases like, 'such as' and 'for example'.

6 Lesson 3

Vocabulary

1 Complete the table with phrases with an opposite meaning. Check your answers in a dictionary.

~~fall out with~~ get into lose touch with spend no time with

get on with	*fall out with*
hang out with	
stop being interested in	
keep in touch with	

2 Choose the correct phrase to complete the sentence.

1 I didn't ***get on with/fall out with*** my brother when we were young, but we're good friends now.
2 I like to ***lose touch with/hang out with*** my friends in the park.
3 Whenever I go past my primary school, it ***brings back/gets into*** lovely memories.
4 Social media is a great way to ***keep in touch with/lose touch with*** friends.
5 We were good friends until we ***fell out with/brought back*** each other.

Language

3 Read the situations and complete the regrets using *wish*, *should* and the third conditional.

1 I ate too much and now I feel ill.
I wish that *I hadn't eaten too much.*
2 My brother didn't clean his room and now my parents are angry.
He should ……………………………………………………………………….
3 My father stopped studying English and now he needs it for work.
He wishes that ……………………………………………………………………….
4 My friends didn't go on the picnic and they didn't have fun.
If my friends ……………………………………………………………………….
5 I went out in the rain yesterday and now I have a cold.
I shouldn't ……………………………………………………………………….

Listening

1.33 **4 Listen and decide what the two friends are doing.**



a The friends are uploading old school photos to a website.
b The friends are sharing sad moments about their prep school.
c The friends are talking about old school photos someone has posted.

1.34 **5 Listen again. Are the sentences *true* (T) or *false* (F)?**

1 Lamia and Ola used to sit opposite each other. *T*
2 Lamia used to fall out with Hoda. ☐
3 Lamia wishes that she hadn't argued with Ola. ☐
4 Hoda lost something at prep school. ☐
5 Hoda has a bad relationship with Samira now. ☐
6 Lamia feels sad she is not in contact with her old friends. ☐
7 Hoda is happy with the amount of homework she has now. ☐
8 Lamia suggests getting in touch with their old friends online. ☐

Reading

1 Read the text quickly and choose the best summary.

a Looking at your phone when you are with friends is unusual.

b Looking at your phone when you are with friends will help you communicate.

c Looking at your phone when you are with friends is bad for your friendship.

2 Read the text again and answer the questions.

1 According to the text, how might you feel if your friend looked at their phone in the middle of a conversation?

ignored and upset

2 How many teenagers between 15 and 17 in Egypt have a mobile phone?

3 How do most people feel when their friends uses a phone while they're having a conversation?

4 What two things should you remember when you are chatting with a friend?

5 What should you do if your friend picks up their phone when you are talking to them?

How are your friendships?



Have you ever met a friend to spend time with them and, in the middle of a conversation, when you're talking, they start looking at their phone? When that happens, many people feel ignored and upset. And the problem may be getting worse because over 81% of Egyptian teenagers between the ages of 15 and 17 now own a phone.

Studies have shown that just having a mobile phone out while having a conversation makes friends feel uncomfortable with each other. And many people think that when someone is using their phone, they are not being polite and not really listening. So, using a phone like this can damage even good friendships.

However, there are ways to have a phone without losing your friends. Understanding the problem is important. So, the next time you are going to pick up your phone while talking to a friend, think about what you are doing and stop. Is your phone really more important than your friend? Perhaps you should keep your attention on the person you are talking to. And if a friend ignores you, tell them about it because they may not understand how it makes you feel.

So, if you want to be a kind and honest friend, keep your phone in your pocket and your eyes on your friendship.

Writing

3 What's your biggest regret? What did you learn from it? Draw your story and write captions.

1	2	3	4

6 Story

King Lear

Act III, Scenes ii–iv

1 Complete the crossword with words from Act III, Scenes ii–iv. Use the clues to help you.

Across ➔

1 A person who studies and thinks about the meaning of life.

2 To stop being angry with someone who has done something wrong.

3 A light you can carry to help you see.

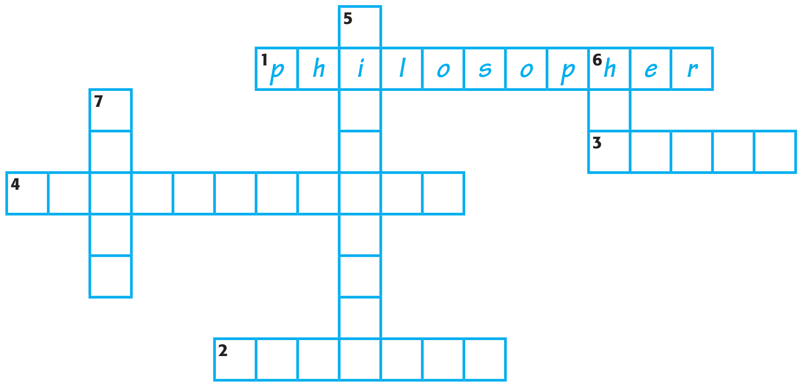
4 An adjective to describe someone who is unkind.

Down ➔

5 Bright light that comes from the sky in a storm.

6 A small building, usually with just one room.

7 Dry yellow wheat used to feed animals.



2 Complete the sentences with the words from Exercise 1.

1 My grandmother is scared of thunder and *lightning*. She hides under the stairs.

2 In the past, people used to light a .... with fire. Today, we use batteries.

3 Hania's finding it hard to .... Hazem for what he said in that online post.

4 I asked my brother but he won't help me. He is very ....

5 Hatem should be a .... because he likes to think about important questions.

6 My horse loves to sleep on a bed of fresh ....

7 We got lost in the mountains and spent the night in a wooden ....

3 When King Lear talks about walking in a poor man's shoes, he says rich people should understand how it feels to be poor.

1 What would rich people learn if they were poor for some time?

....

....

....

....

2 How do you think this comment by King Lear shows a change in his way of thinking?

....

....

....

....



4 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 King Lear is scared of the storm. [F]
King Lear is not scared of the storm. He welcomes it.

2 King Lear is happy to sleep anywhere that is dry. [ ]

3 Gloucester tells Edmund everything that is happening. [ ]

4 Edmund plans to betray his father to get his power. [ ]

5 King Lear thinks it is good to see things from a different perspective. [ ]

6 The King recognises Edgar and is happy to see him. [ ]

7 Edgar says that he has always been poor. [ ]

8 Gloucester can understand why the King has gone mad. [ ]

5 Answer the questions in your own words.

1 Think about the weather in this section of the story. What are the similarities between the weather and what is happening in King Lear's life?

2 What does Edmund mean when he says, 'The younger man rises as the old man falls!'?

3 Why does King Lear say he won't think any more about how his daughters have treated him?

4 Why do you think King Lear calls Poor Tom a philosopher?



REVISION

2 Units 4–6

1 Choose the correct words to complete the sentences.

1 *Can* .... I have a look at what you're posting online?
A Will **B** Can (circled) **C** Would **D** Can't

2 Our geography teacher never smiles and has a permanent ....
A frown **B** emoji **C** tone **D** laugh

3 I .... downloaded that program. Now I have a virus on my laptop.
A can't have **B** could have **C** shouldn't have **D** will have

4 Did you know that 'C U l8er' is the .... for 'see you later'?
A acronym **B** selfie **C** emoji **D** abbreviation

5 My mother always has a bad reaction if she .... honey.
A eats **B** will have **C** have **D** had

6 We had a small .... about which birthday present to buy our friend.
A banner **B** disagreement **C** blog post **D** disbelief

7 I wish I .... taken that selfie. I look terrible!
A have not **B** has not **C** won't have **D** had not

8 The teacher .... us not to look at our phones during the exam.
A looked **B** suggested **C** warned **D** recommended

9 I shouldn't have read the email so quickly because I .... the message.
A misunderstands **B** misunderstanding **C** misunderstand **D** misunderstood

10 When we are not sure about how to spell a word, we can .... a dictionary.
A consult **B** scan **C** update **D** skim

11 If you post that picture of Amir, he .... angry for sure.
A would have got **B** would get **C** got **D** will get

12 There are 6,000 .... to my brother's blog.
A posters **B** subscribers **C** likes **D** followers

13 My dad wanted that new car the moment he set eyes .... it.
A on **B** in **C** with **D** back

14 I can't see this photo clearly. What is it ....?
A meaning to be **B** seemed to be **C** supposed to **D** meant to be

15 I like to hang .... with my friends in the park after school.
A on **B** with **C** out **D** in

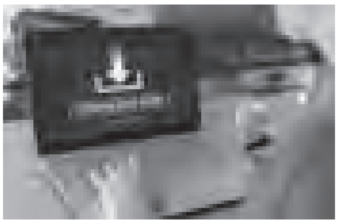
16 I saw that someone is offering a/an .... for finding a lost mobile phone.
A profit **B** assistant **C** prize **D** reward

2 Complete the word in brackets with the correct prefix or suffix to complete the sentence.

un- mis- re- -less -er -able

1 Maya got into trouble for *misbehaving* (behaving) in class.
2 My grandfather said that the shops used to sell .... (usable) soft drink bottles.
3 This tablet is .... (use) because the battery is very old.
4 The text on this phone is so small it's .... (unread).
5 I think it was very .... (kind) of him to say something so rude.
6 To be a good friend, you need to be a good .... (listen).

3 Match the sentence halves to make zero, first, second or third conditional sentences.



1 I wouldn't download that program
2 If you had told me earlier,
3 If you install the app like this,
4 If I studied harder,
5 If you get caught cheating,
6 At my school, if it rains,
7 It would have been fine
8 If you help me,

A if she hadn't said anything.
B we have to do PE indoors.
C if I were you.
D it works perfectly.
E we will finish the project sooner.
F you will be in big trouble.
G I would have put the torch in my bag.
H I would get better exam results.

4 Write the reported speech sentences using the words in brackets.

1 Our teacher: 'If I were you, I wouldn't frown when you are in a job interview.' (advised)

....

2 My mum: 'Please help me to find that photo on my phone' (asked)

....

3 Adam's dad: 'I'm sure if you keep on revising, you will do very well in your English exam, Adam.' (encouraged)

....

4 Our grandmother: 'Be careful to keep your new phones away from water.' (warned)

....



5 Fill in the gaps with one word. Listen and check.

1.5

Are you actively listening or just waiting your turn?



When you are hanging ❶ .... with friends, do you listen carefully to them or do you just wait for your turn to speak? If you really listen, then you are an active listener and a good friend. If you want to make sure that you continue to get ❷ .... with your friends and do not fall ❸ .... with them, here are a few tips.

No one likes to feel like their friends are ignoring them. To avoid your friends turning their backs ❹ .... you, keep eye contact while you chat. This shows them that you are listening. Don't keep looking at your phone all the time. If your friend is enjoying talking and really getting ❺ .... telling you about something, encourage them to speak and don't interrupt. Don't be unreliable!

Psychologists advise us to be patient and ask questions to avoid misunderstandings. We should always make an effort to see things from their point of view. Being an active listener will make your friendships stronger, and your friends will always want to keep ❻ ....touch with you.

6 Read the text again and answer the questions.

1 Find expressions that mean:

A to ignore ....

B to think or feel like someone ....

C to stop someone from saying something ....

2 What should you do with your eyes when talking to a friend?

....

3 What advice do psychologists give to avoid disagreements with friends?

....

4 In what way should we try to understand what our friends are saying?

....

5 What are the advantages of being an active listener?

....

6 Why do you think we should not judge the opinions of others?

....

7 Translate the following into Arabic.

Body language often has a great impact in transmitting messages. Facial expressions and eye movements are important. A smile on the face reflects confidence, while a frown reflects the opposite.

....

....

....

....

....

8 **Translate the following into English.**

تتمتع مصر عبر كل العصور بالكثير من عوامل الجذب السياحية ومن أهمها الآثار المصرية القديمة، لذا علينا أن نرشد السياح جيداً للحفاظ عليها لأهميتها التاريخية.

9 **Find and correct the mistakes in the following sentences.**

1 He understood what I wanted him to do because he did the opposite.

2 On my opinion, I think we should choose this one.

3 Maher seem to be a lot happier in his new school.

4 You should skim the text for specific information.

5 If we know you were coming, we would have prepared a meal.

6 I made a bad mistake, but my father forbade me because I didn't intend to do it.

7 My mother asked me go to the shop.

8 It is sensitive to keep note of your passport number.

9 The bus was too crowded; I didn't find a room for us!

10 He should have studies more for the exam.

10 **Choose one of the two topics. Write about 180 words on the topic.**

1 Write a short biography of a famous person that you consider your role model.

2 Write a blog post about how often you send and receive text messages, and the language you use.

PRACTICE EXERCISES

1

Practice Exercises 1

1 Choose the correct words to complete the sentences.

1 My mother has .... a delicious meal of chicken and rice.
A prepared **B** celebrated **C** done **D** cook

2 Do you prefer sweet food like chocolate or .... food such as fish and nuts?
A salt **B** salty **C** spicy **D** small

3 Where do you have to put your hands when you .... CPR?
A prepare **B** make **C** perform **D** act

4 You shouldn't smoke, it is very bad for your ....
A muscle **B** cell **C** surface **D** lungs

5 You aren't late. You .... hurry.
A had to **B** don't have to **C** didn't have to **D** have to

6 In next week's radio programme, we .... to a famous scientist.
A talk **B** will be talking **C** talking **D** have talked

7 There was food at my friend's party, so I .... eat before I went there.
A mustn't **B** didn't have to **C** had to **D** don't have to

8 Did you know that Indian food is one of the .... foods in the UK?
A most popular **B** poor **C** best popular **D** popular

9 COVID-19 can spread in crowded places, so we should be careful to avoid ....
A protection **B** injection **C** infection **D** perfection

10 This is the .... book I have ever read; I learned so much about athletes' hearts.
A least valuable **B** most valuable **C** much valuable **D** more valuable

11 All King Lear wanted was to keep the .... of King.
A inheritance **B** promotion **C** address **D** title

12 Travelling by plane is .... expensive than travelling by train.
A many more **B** much **C** much more **D** a lot

13 We must look for more .... solutions that involve producing a wider variety of food.
A unavailable **B** sustainable **C** traditional **D** insupportable

14 I think my brother .... this mobile phone most.
A going to like **B** is liked **C** will like **D** has liked

15 She felt .... for making her sister angry, so she apologised to her.
A guilty **B** fond **C** proud **D** capable

16 We can't go to the club this evening; we .... for Amr's birthday party.
A will be preparing **B** had to prepare **C** going to prepare **D** won't prepare

2 Choose the correct answers.

Last Saturday was an exciting ❶ **occasion/tradition** because we celebrated my grandfather's 80th birthday! All the family got ❷ **out/together**, so there were 30 of us! My grandfather's daughters (my mother and aunts) cooked a special meal and I helped to ❸ **celebrate/serve** the food to everyone at the party. In my ❹ **conclusion/opinion**, it was the ❺ **better/best** meal I've ever eaten! You must see the photos that I took on my phone! I ❻ **will/want** show them to you when we meet.

3 Translate the following into Arabic.

The immune system is made of the cells and organs in our bodies working together to protect us from infections and diseases. This system keeps us healthy because people with strong immune systems get ill less often.

4 Translate the following into English.

الكل يخطئ، لكن لا يعرف معظمنا كيف يستفيد من أخطائه المختلفة. التعلم من الأخطاء مهارة علينا جميعًا اكتسابها، فمن لا يتعلم من أخطائة لا ينجح أبدًا.

5 Read the text and answer the questions.

What do you have to give to a plant in your home? Most people would say food, water and light. However, an Englishman did an experiment and he found that you only have to give a plant sunlight for it to grow. In 1960, David Latimer put a plant inside a large glass bottle with a little soil. In 1972, he gave the plant some water, then he closed the bottle. He has not opened the bottle since that time, and years later, the plant is still growing inside the bottle. The plant, which is in David Latimer's house, needs light from a nearby window, but nothing else. He doesn't have to water it or give it food.

The plant produces oxygen, which also puts water into the air. This means that the plant can use the water to survive. The plant's food source is its old leaves, which the water in the bottle helps to recycle. The plant is now more than 50 years old and it will continue growing inside the bottle for many more years.

Scientists are interested in this experiment because they think we will be able to learn important lessons about using plants like this in space. The plants will be a sustainable food source, and they will also help to take pollution from the air of a spaceship.

1 What does David Latimer give to his plant every day?
   A some water **B** food and water **C** old leaves **D** nothing
2 When did David Latimer last open the glass bottle?
   A 1960 **B** 50 years ago **C** 1972 **D** last year
3 What does the plant need from outside the bottle?
   A light **B** water **C** oxygen **D** leaves
4 In the future, this plant will ....
   A not grow in space **B** be a sustainable food source
   C stop growing **D** cause pollution
5 How was the plant able to live inside the glass bottle?
6 Why are scientists interested in this plant?
7 How might plants like this help people in space?
8 Suggest two other things that can replace traditional food types.

6 Choose one of the two topics. Write about 180 words on the topic.

1 Write an essay to describe a dish that has a great deal of popularity in Egypt but is not Egyptian. Why do people eat it?
2 Write a short story about an emergency. What did the people have to do and why?

PRACTICE EXERCISES 2

Practice Exercises 2

1 **Choose the correct words to complete the sentences.**

1 CPR is a famous ....

A abbreviation **B** acronym **C** word **D** punctuation

2 Ali .... what the teacher said and did the wrong homework last night.

A misunderstood **B** deceived **C** ruined **D** fell out with

3 They have just .... the timetable, so we know these train times are correct.

A deleted **B** got into **C** solved **D** updated

4 Mr Omar is a .... man. He always gives us the right advice.

A well-known **B** wise **C** wealthy **D** wild

5 I didn't know you were in my city yesterday, you .... me!

A could phone **B** should have phoned **C** should phone **D** would have phoned

6 The teacher told the students .... their books at page 150.

A to open **B** open **C** you open **D** opening

7 I .... send the report to the General Manager; he needed it urgently.

A mustn't **B** don't have to **C** had to **D** didn't have to

8 My brother would have been a doctor if he .... his exams.

A passed **B** would pass **C** had passed **D** pass

9 .... are used to express emotions in electronic messages.

A Abbreviations **B** Emojis **C** Keys **D** Symbols

10 I wish I .... that food yesterday; I got very sick from it.

A had eaten **B** didn't eat **C** hadn't eaten **D** won't eat

11 Don't .... files from the internet unless you are sure they are safe.

A upload **B** download **C** overload **D** load

12 I'm so sorry; if I .... free time, I'd have met you yesterday.

A had had **B** had been **C** would have **D** hadn't had

13 Samir is very busy. He has an enormous .... of papers on his desk.

A bell **B** bill **C** pile **D** ball

14 The airline .... postpone the flight to Rome yesterday because of the bad weather conditions.

A has to **B** had to **C** doesn't have to **D** didn't have to

15 He .... me to help him because he was in trouble.

A begged **B** made **C** apologised **D** insisted

16 They are happy; they .... be having a nice time.

A are meaning to **B** supposed to **C** seem to **D** won't

2 **Choose the correct answers.**

If it ❶ **can/was** not for technology, language ❷ **have/would** probably be very different today. New inventions ❸ **meant/seem** to get their names from old words, or from the innovator who made them. For example, if you ask for a *biro*, someone ❹ **would/will** give you a type of pen that gets its name from Laszlo Biro, who invented it. ❺ **Do/If** you want to clean the carpet, you might hoover it. And the verb *hoover* also comes from an innovator, William Hoover. So, if you must have your name on an important product, ❻ **became/become** an innovator!

3 Translate the following into Arabic.

All over the world, a lot of people are interested in using different means of communication. These means enable them to do various tasks as quickly as they can.

4 Translate the following into English.

لقد تأثر سوق العمل والاقتصاد العالمي كثيراً في كل أنحاء العالم بجائحة كورونا، حيث تضررت العمالة اليومية وظهرت العديد من الوظائف التي تُؤدى من البيت وانتشر التسوق عبر الإنترنت.

5 Read the text and answer the questions.

Last year, my friend Hesham and I decided to visit an old friend called Adam. We had first met Adam at Cairo University, but we lost touch with him when he moved to Thessaloniki in the north of Greece. I had always wanted to see Athens and so Hesham agreed to spend a few days there before we went to meet our friend. We decided to use an old guidebook of the city that my cousin, Sami, had given to me. It was supposed to be the best guide to the city. It seemed to be very detailed and it had a lot of maps.

At the time, I didn't realise that it had been more than fifteen years since my cousin last visited Athens. If we had known that his book had been written in 2003, we wouldn't have used it! It told us to avoid a lot of *hazardous* places in the city, so we did. Adam later told us that those areas were fantastic. We should have realised that a lot of changes had been made to the city for the 2004 Olympic Games. Areas that had not been very interesting in 2003 became very interesting after they were improved. If we had known about them, we would have gone to see those areas for ourselves.

When we left Adam, he gave us an up-to-date and reliable new guide to Greece, which we used to visit some of the islands. You could also read it online and download maps and updates. It was fantastic! If I went travelling again, I would definitely use an up-to-date guide.

1 Why didn't Hesham and the writer keep in touch with Adam?
A They fell out with him. **B** He went to a different school.
C He lived in a different country. **D** He spoke a different language.

2 What did the writer first think of the guidebook his cousin gave him?
A It seemed to be good. **B** He did not trust it.
C It was very old. **D** It was new and reliable.

3 Why did the writer and Hesham not visit some parts of Athens?
A Adam ordered them not to go there. **B** The Olympic Games were happening.
C The guidebook did not recommend them. **D** They did not have time.

4 How did they get information to travel around the islands?
A from an online guide **B** from an book
C from a guide that Adam wrote **D** from a man who knew the islands

5 What had changed in Athens since 2003?

6 What do you think the word 'hazardous' in the text means?

7 What do you think the writer learnt from his trip to Greece?

8 What problems do you think online guides might have?

6 Choose one of the two topics. Write about 180 words on the topic.

1 Write a blog about your life so far. What are your wishes and regrets?

2 You receive an email from an uncle advising you how to use social media well. Report what your uncle told you to a friend.

Practice Exercises 3

1 Choose the correct words to complete the sentences.

1 Firefighters have to .... quickly when there is an emergency.
A sigh B divide C persuade D react

2 This cave is very dark. Does anyone have a ....?
A sword B post C torch D frown

3 If you are rude to someone, you should ....
A apologise B perform C shelter D deceive

4 In their game, some of the children .... to be animals.
A rewarded B did C pretended D looked

5 You .... sit on that wall. It is dangerous.
A mustn't B don't have to C must D had to

6 The students all feel .... now that the exams have finished.
A the happiest B happier C more happy D happiest

7 In the future, I think we .... electric cars.
A drive B be driving C will be driving D are driving

8 Ahmed feels ill and wishes he .... eaten so many sweets.
A hasn't eaten B didn't eat C won't eat D hadn't eaten

9 The teacher asked students to cooperate together to .... a certain task.
A form B reform C perform D inform

10 The Athletic Heart Center .... have the best technology to check athletes' hearts.
A must B had to C doesn't have to D needn't

11 There will be almost 10 billion people in the world by 2050, so we will have to increase food .... by about 70 percent.
A reduction B protection C production D construction

12 Mohamed Abdelwahab .... to be very healthy before having a heart attack in 2006.
A meant B supposed C seemed D known

13 Messaging language isn't suitable in .... emails.
A informal B friendly C formal D forming

14 I was locked.................................. my house; I had left my keys at work.
A in B out of C out D into

15 We are going to .... today because my father was promoted!
A compete B complete C celebrate D construct

16 Shehab travelled by train, even though he .... by car. He thought it would be safer.
A had to travel B has to travel C could have travelled D couldn't have travelled

2 Fill in the gaps with the correct forms of the verbs.

My cousin Haytham lives in the far west of Egypt, and he visited our house for the first time last year. One day, we had a picnic near a canal and he told me he wanted to explore the area. I would have (1) .... (go) with him, but I was tired. When we saw him swimming in the canal, we (2) .... (tell) him to get out quickly! If we had known that he (3) .... (want) to swim, we would have stopped him. The next day, he (4) .... (get) quite ill. I (wish) I (5) .... (have) told him not to swim in the canal. However, he (6) .... (seem) to understand that he had made a mistake. They do not have big canals in his part of Egypt, so Haytham didn't know that it is not safe to swim in them. Luckily, he is better now!

3 Translate the following into Arabic.

The world is experiencing a lot of epidemics, such as COVID-19. Maintaining personal hygiene in this case is a must, not a luxury anymore.

4 Translate the following into English.

يُعتبر التعليم في المنزل إحدى الطرق التي يمكن للطلاب من خلالها التعلم واكتساب المعرفة بمساعدة المعلمين عبر الإنترنت.
لذلك توفر الدولة كل سبل الدعم لتمكن الطلاب من المشاركة بفاعلية.

5 Read the text and answer the questions.

When you learn English, you should remember that languages are always changing. New words and phrases will appear and sometimes old words start to have new meanings. If you want to be really effective at learning a language, it is important to know about these new words. A list is published online every year. For example, *unfriend* is a new verb that is used when you stop being friends with someone on social media. The phrase *fake news* was added to dictionaries in 2019 after many false stories started to appear on social media. The phrase *social distancing* was first used in 2020 during the health emergency, and it means keeping away from other people.

The German word *uber* has recently been used in informal English to mean 'very successful', adding to the many other foreign words used in English, such as *café* (from French) and the small motorbike called a *moped* (from Swedish).

You might wish that English followed the example of the Portuguese language to make spelling easier. Portugal and Brazil both speak the same language, but the Portuguese recently changed the spelling of many words to follow the same rules that they use in Brazil because they are much easier. At the moment, however, if you learn English in many parts of the world, you usually have to learn the British English spellings, which can be more difficult than American English spellings.

1 It is important to .... changes to the English language.
A be aware of **B** take control of **C** be tempted by **D** bring back

2 You can use the verb *unfriend* when you want to stop .... friends on social media.
A losing touch with **B** keeping in touch with **C** subscribing to **D** uploading

3 The German word *uber* is an example of ....
A an informal use of an old word **B** a new informal word in English
C a foreign word used by successful people **D** a very common word in English

4 They changed the spelling of Portuguese because they wanted it to be ....
A like English **B** the same as the American spelling
C more traditional **D** easier

5 Why were phrases such as *fake news* and *social distancing* added to dictionaries recently?

6 What has not changed about the English language, according to the article?

7 Why do you think English uses words from other languages?

8 Do you think people should change the rules of a language to make it easier to learn? Why/Why not?

6 Choose one of the two topics. Write about 180 words on the topic.

1 Write an essay to persuade a friend of yours of how important it is to stay safe and healthy.

2 Write a summary of *King Lear* or any other play you like.